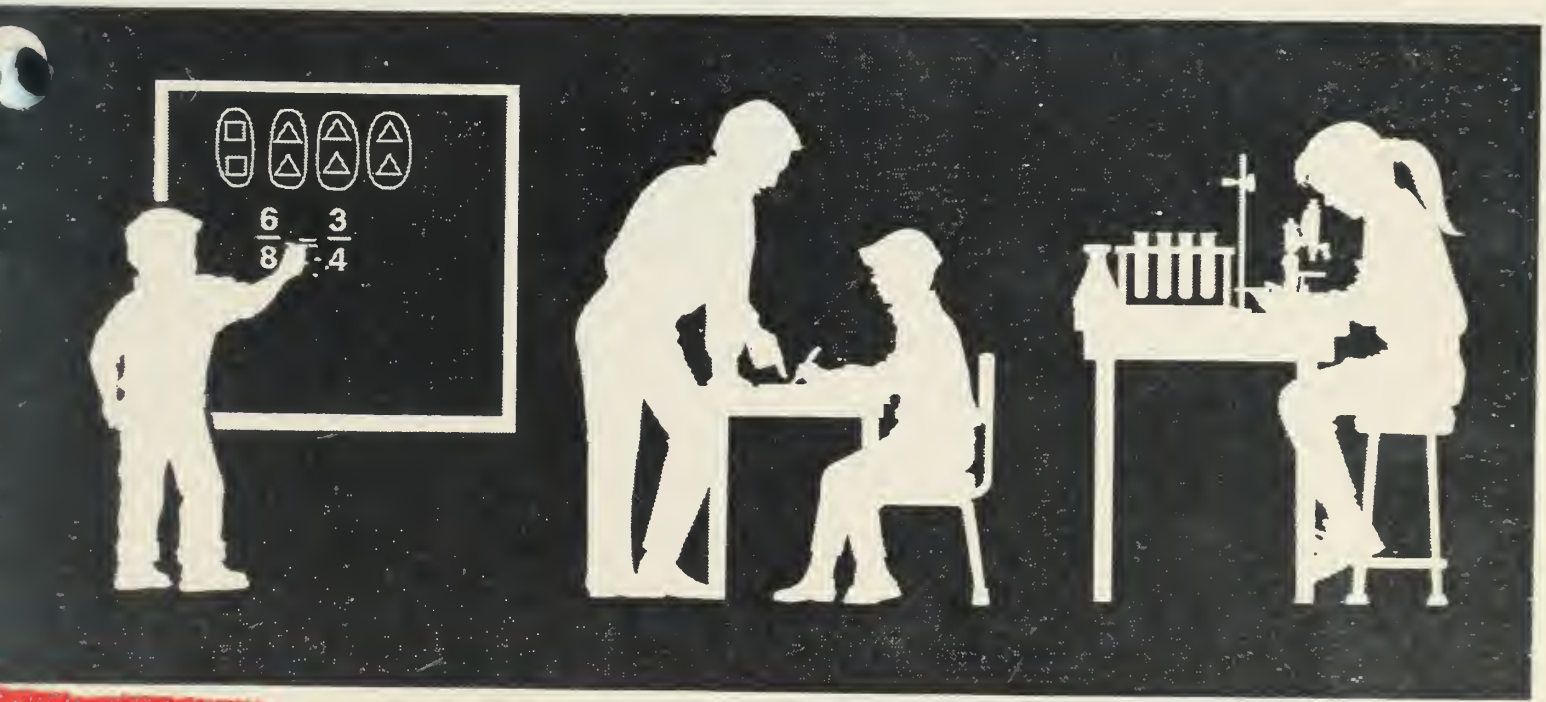
GUIDE *to* Education

ECS to Grade 12 Handbook



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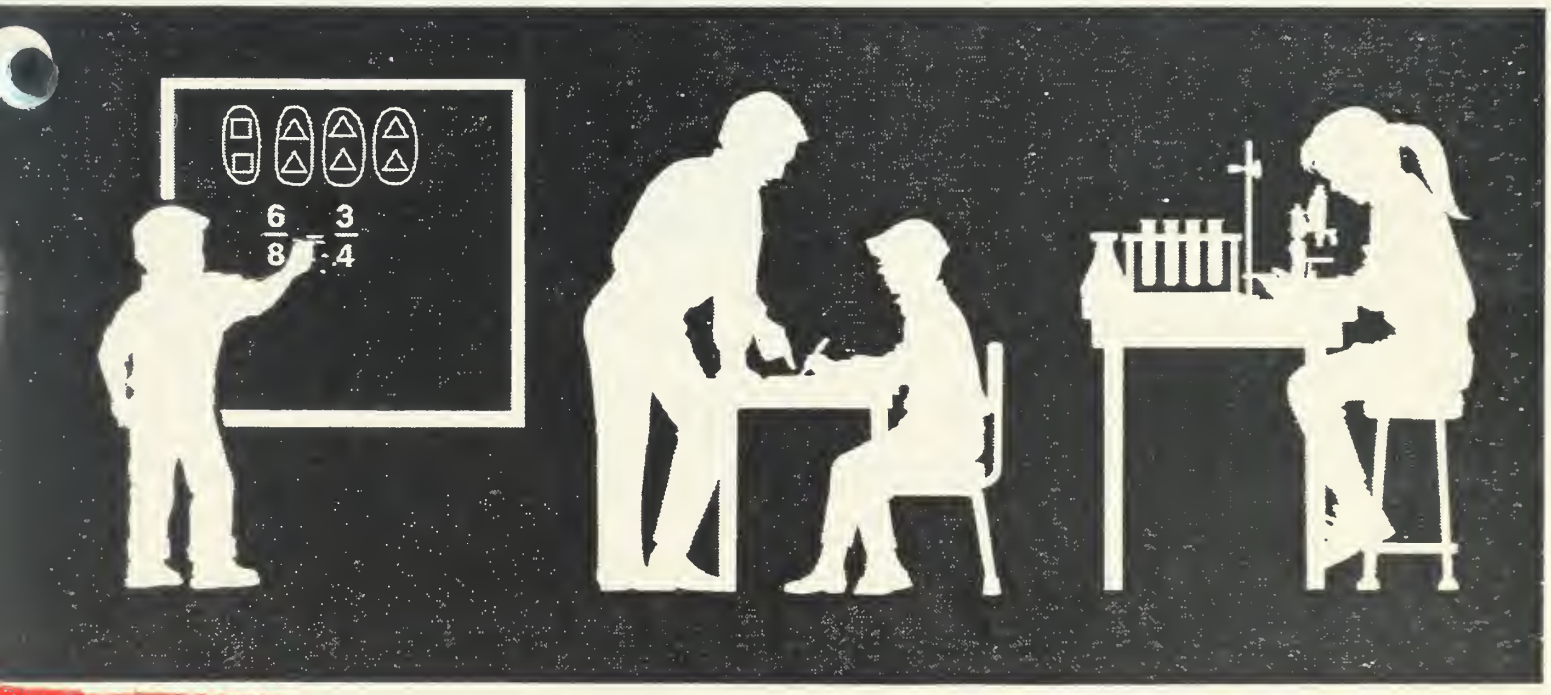
GUIDE *to* Education

ECS to Grade 12 Handbook



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GUIDE *to* Education

ECS to Grade 12 Handbook

All changes to Alberta Education requirements contained in this document are effective the first day of the school year as defined by the local school authority.

I, Gary G. Mar, Q.C., Minister of Education, in accordance with section 25 of the *School Act*, authorize this handbook for use in Alberta schools.

Gary G. Mar

Minister of Education

Alberta Education Cataloguing in Publication Data

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Just-in-time print copies of this handbook are available for purchase from the Learning Resources Distributing Centre.

For suggested changes, or questions regarding content, contact the Director, Curriculum Standards Branch, Alberta Education, 403–427–2984. To be connected toll free from outside Edmonton, dial 310–0000. The e-mail address is edguide.contact@edc.gov.ab.ca.

All references to the *School Act* are to the Statutes of Alberta 1988, Chapter S–3.1, as amended.

The primary intended audience for this handbook is:

Administrators	✓
Counsellors	✓
General Audience	
Parents	
Students	
Teachers	✓

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FOREWORD

Education is the key to our young people being full partners in shaping a global future and in shaping our province's and our nation's future. Quality education for our young people is key to maintaining Alberta's standard of living and ensuring our competitiveness in a world market. Our education system must focus on what all students need to learn in order to participate successfully in an economy and society undergoing fundamental changes. *Meeting the Challenge III: Three-Year Business Plan for Education,* 1996/97–1998/99, provides direction for the future of education in Alberta. It is a plan for Alberta students to be prepared well for the world of work and for lifelong learning.

The initiatives in the three-year business plan describe directions that will help all our young people get the education they need. These initiatives reflect Alberta Education's leadership role in developing programs for students, in setting standards for education, in communicating these expectations to our partners, and in supporting improvements that better meet student needs.

Schools have the responsibility to provide instructional programs that ensure students will meet the provincial graduation requirements and are prepared for entry into the workplace or post-secondary studies. As well, schools must ensure that students understand the rights and responsibilities of citizenship, and have the skills and disposition to pursue learning throughout their lives.

The directions and initiatives that have been outlined in the business plan are reflected in this handbook. For example, the provision for learning in the workplace through the Registered Apprenticeship Program; the provision for students to learn skills through career and technology studies while at school, and/or with the assistance of business to deliver some skills programs; the provision of the Kindergarten statement; and the provision for challenge assessments; all reflect a results orientation to curriculum.

The *ECS to Grade 12 Handbook* is released by Alberta Education for the use of administrators, counsellors, teachers and other parties engaged in the delivery of quality basic education. It has been developed to assist in the implementation of the objectives and underlying principles of the *School Act.* Policies, procedures and organizational information required to operate schools are included, or directions given for obtaining this information. The handbook serves the following purposes:

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- identifies program requirements specified by Alberta Education, and provides the foundations upon which these requirements are based

- provides information about learning expectations, education delivery and achievement standards for students enrolled in Alberta schools

- communicates information useful in organizing and operating Alberta schools to meet the needs of students.

In school, students should be encouraged to challenge themselves at new levels and in new experiences, as well as to prepare themselves for future choices in their lives and in the lives of their communities. The Mission, Mandate, Principles and Beliefs section of the handbook defines basic education and addresses the learning expectations for students and schools. This focus on students is integral to all school programming and reflects the emphasis of the *School Act*.

Alberta Education's management system is policy-based and results-oriented. As much as possible, policies and procedures are used to set educational directions and goals. This handbook supports Alberta Education's objective of providing consistent direction while encouraging flexibility and discretion at the local level.

- Definitions

  References to "boards" and "schools" in this document are in accordance with definitions used in the *School Act*. In this handbook, "local school authority" means the board of a public or separate school district, a regional division, a school division, the operator of a private school accredited by the Minister under section 22(2) of the *School Act* or a school operated by the Minister, such as the Alberta Distance Learning Centre.

- Identification of Requirements

  This handbook contains information on a wide variety of topics. Some of the procedures are mandated; others are discretionary. Passages in **boldface** are requirements of Alberta Education and have been identified with an "R" beside their corresponding headings in the Table of Contents. Electronically, mandated procedures are indicated by boldface and a triangle icon.

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- Internet

  Alberta Education is on the Internet at http://ednet.edc.gov.ab.ca. The site contains information covering all areas of education in the province, from ECS to Grade 12. The organizational sections on the home page are: Students & Learning, Parents, Teaching, Education System, Funding, and Technology. From the home page, this handbook can be found under Education System; Department of Education; Legislation, Regulations, and Policy; *Guide to Education: ECS to Grade 12 Handbook.*

- Document Availability

  All documents referenced in this guide, including just-in-time print copies of this handbook, are available for purchase from the Learning Resources Distributing Centre, unless otherwise stated.

- Identification of Content Changes

Δ Usually, a delta symbol in the left-hand margin of the text indicates revisions from the previous handbook. Amendments to the *School Act*, annual handbook updating and the new combined format have resulted in extensive and significant changes throughout. As a result, delta symbols no longer appear in text. Users are encouraged to familiarize themselves with this document in its entirety. Major changes are itemized on the last page of the Foreword, and the delta symbol appears beside relevant headings in the Table of Contents.

Readers are alerted to the following content changes.

Section	Page
Kindergarten Minimum Hours	B2–2
Career and Technology Studies Senior High School Credits for Modules Completed in Junior High School	B4–3
Assessment as the Basis for Communicating Individual Student Achievement	C4–3
Course/Module Challenge	C8–3

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Alberta
EDUCATION

Devonian Building, West Tower
11160 Jasper Avenue
Edmonton, Alberta
Canada T5K 0L2

To: Superintendents of Schools
School Principals
ECS Private Operators

RE: GUIDE TO EDUCATION: ECS TO GRADE 12 HANDBOOK

The Curriculum Standards Branch has completed the amalgamation of the two existing *Guides to Education* into a single handbook, the *Guide to Education: ECS to Grade 12 Handbook*.

Combining the guides allows Alberta Education to:

- significantly reduce the duplication of information in both guides
- provide updated information for all grade levels at the same time.

One print copy of this new handbook is included. Also, you can access it through the Alberta Education home page on the Internet at <http://ednet.edc.gov.ab.ca>. The requirements of Alberta Education that are screened in the print version are **bold faced** in the electronic version.

If you require additional print copies of the handbook, photocopies may be purchased from the Learning Resources Distributing Centre, 12360 – 142 Street, Edmonton, Alberta, T5L 4X9 (Telephone 427–2767; Fax 422–9750). In addition, a CD-ROM linking together this handbook, the *Policy, Regulations and Forms Manual*, the *Buyers Guide* and the *School Act* will be sent to schools by the end of this month.

Information on changes to the handbook have been distributed to schools in various forms. However, to assist you in planning, we have attached a summary of the changes.

I am pleased to provide this information to you and trust that it will be of use in operating your school. If you require clarification or interpretation of this new handbook, please contact John Blevins or Susan Lynch at 403–422–4872, or the Regional Office Branch at 403–427–2952. To be connected toll-free from outside Edmonton, call 310–0000 and give the appropriate telephone number to the operator.

Sincerely,

Keith Wagner
Acting Director
Curriculum Standards Branch

Attachment

cc: Carol Chawrun, Director, Communications Branch
Ron Smith, Director, Regional Office Branch

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GUIDE TO EDUCATION: ECS TO GRADE 12 HANDBOOK
SUMMARY OF CHANGES
AS OF JUNE 6, 1997

(Please note that all of the following changes are already in effect except number 6.)

1. **Program Organization and Delivery (Kindergarten Minimum Hours)**

   This section has been updated to reflect the change in the minimum number of hours from 200 to 400 that will be funded by Alberta Education.

2. **Career and Technology Studies**

   Additional information has been added to this section to outline procedures on how students who completed Career and Technology Studies modules in junior high school may obtain credit for those modules.

3. **Assessment as the Basis for Communicating Individual Student Achievement**

   This section is intended to reduce any confusion regarding the communicating of individual achievement for students in grades 1 to 9. It supports the professional responsibility of teachers to provide clear communication in describing student progress.

4. **Classroom Assessment Materials Project**

   Two notes have been placed in the handbook with respect to the discretionary use of classroom assessment materials. One note appears in the section "Assessment as the Basis for Communicating Individual Student Achievement" and the other in the "Student Achievement in Senior High School Subjects" section.

5. **Module Challenge in Career and Technology Studies (CTS)**

   Guidelines and procedures have been outlined in this section regarding the challenge of CTS modules.

6. Appendix 2 and Appendix 4

Appendix 2 contains all the courses and codes for provincial courses. Alberta Education is in the process of changing these course codes to provide a better reporting system. Each course now consists of an alphanumeric designation; for example, the code for English Language Arts 10 was 1100, it has now become ELA1100; the Biology 20 that was 2231, has now become SCN2231.

All modules for CTS have now been assigned alphanumeric codes; So, for example, the Information Processing module "Keyboarding 1" is INF1020 and the Tourism Studies module "Hotel/Motel Operations" is TOU3040.

Appendix 4 contains all of the Registered Apprenticeship courses. These have also been revised to reflect the new alphanumeric codes in that all courses begin with RAP and are followed by the original four digit number; for example, Ironworker 15 (RAP) which was 4188, has now become Ironworker 15 RAP4188.

Locally developed courses will also carry the new alphanumeric coding and are shown in Appendix 3. All locally developed courses need either board or ministerial approval before they can be offered by a school.

THESE NEW CODES DO NOT COME INTO EFFECT UNTIL THE 1997/98 SCHOOL YEAR.

1997
AMENDMENTS
to the

Guide to Education: ECS to Grade 9 Handbook
Guide to Education: Senior High School Handbook

The above two documents have been combined into:
Guide to Education: ECS to Grade 12 Handbook.

Using either one or the other of the previous handbooks, do the following:

1. **Remove** front and back covers.

2. **RETAIN** existing dividers.

3. **Remove** all text pages from each section.

4. **Insert** new front and back covers.

5. **Insert** new front-end text pages up to xiv, following new front cover.

6. **Insert** each new text section, following the appropriate divider.★ [A blank, blue page precedes each section.]

★ No appendices divider is in the previous *ECS to Grade 9 Handbook*. Please devise a section indicator. An appendices divider already exists in the previous senior high school guide.

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❶ The "*R*" identifies sections containing required procedures, the text of which is indicated in boldface.
❷ The delta symbol identifies significant content changes.

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[2] The delta symbol identifies significant content changes.

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❶ The "*R*" identifies sections containing required procedures, the text of which is indicated in boldface.

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[1] The "*R*" identifies sections containing required procedures, the text of which is indicated in boldface.

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PROGRAM FOUNDATIONS: Mission, Mandate, Principles and Beliefs[1]

Mission

"The Best Education For All Alberta Students."

Mandate

Education is responsible for ensuring that all students have the opportunity to acquire the knowledge, skills and attitudes needed to be self-reliant, responsible, caring and contributing members of society.

Principles

- *Access to quality education:* Every student in Alberta has the right of access to a quality basic education which is consistent with the student's abilities and provides the necessary knowledge, skills and attitudes to fulfill personal goals and contribute to society as a whole.
- *Equity:* All students in Alberta will have access to a quality basic education regardless of where in the province they live.
- *Flexibility:* Within standards and policies set by the provincial government, there will be opportunities for choice in the public education system. School boards, schools and individual teachers have flexibility to meet the unique needs of the students and communities they serve.

[1] Excerpted from pages 4–7 of *Meeting the Challenge IV: Detailed Three-Year Plan for Education in Alberta*, 1997/1998–1999/2000. *Meeting the Challenge IV* is available from the Communications Branch.

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- *Responsiveness:* The student is the focus of all activities in the education system: legislation, policies and practices must respond to the needs of students.
- *Accountability:* All those involved in making decisions about educational matters, including the allocation of public funds for education, must be accountable for their decisions and choices. This includes the Minister of Education, school boards and their staff, parents, as well as students.

Beliefs

- All students have the right of equitable access to a quality basic education program that meets their diverse needs.
- Students are responsible for participating fully in the achievement of their educational success.
- All students must have strong reading, writing and math skills with which to develop critical thinking.
- Students are entitled to a safe, secure and caring learning environment where each individual is respected and valued.
- Education is an essential building block of our society's future.
- The education system must provide our society with creative and critical thinkers and problem solvers, who are prepared for the world of work, post-secondary studies, life-long learning and citizenship in a complex world.
- The education system must provide opportunities for students to acquire the entrepreneurial and technical skills and work habits required for success in the rapidly changing, high-tech global economy.
- Quality educational programs develop the total person—social, physical, intellectual, cultural and emotional dimensions.
- High learning expectations challenge all students to learn and achieve.
- The success of students is the shared responsibility of students, parents, school, community, and government.
- Parents should have opportunities for involvement in important decisions about their children's education.
- Parents and the public should have access to timely information about the performance and cost of the education system.
- The satisfaction of students, parents and the public is critical to the success of the education system.
- Resources and relevant decision making should be located where education happens.

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- All those responsible for decisions about education, including the expenditure of education funds, are accountable to Albertans for actions and results.
- Available resources can maintain and improve the quality of education for students if managed efficiently and innovatively.
- The provision of educational funding must be fair, adequate, and affordable.

Basic Education in Alberta—the Definition

A school's first obligation is to provide a solid core program consisting of language arts, mathematics, science, and social studies.

Schools have the responsibility to provide instructional programs that ensure students will meet the provincial graduation requirements and are prepared for entry into the workplace or post-secondary studies. As well, schools must ensure that students understand the rights and responsibilities of citizenship, and have the skills and disposition to pursue learning throughout their lives.

Learning Expectations

Schools will be accountable for their students' achievement of provincial learning standards including employability skills consistent with workplace requirements. Schools will provide a variety of learning experiences so that students:

- **read for information, understanding and enjoyment**
- **write and speak clearly, accurately and appropriately for the context**
- **use mathematics to solve problems in business, science and daily-life situations**
- **understand the physical world, ecology and the diversity of life**
- **understand the scientific method and the societal context of science**
- **know the history and geography of Canada and have a general understanding of world history and geography**
- **understand Canada's political, social and economic systems within a global context**
- **research an issue thoroughly**
- **know how to work independently and as part of a team**
- **respect the cultural diversity of Canada and appreciate literature and the arts**
- **know the basic requirements of an active, healthful lifestyle**

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- recognize the importance of accepting responsibility for their physical and emotional well-being and appreciate the role of the family and other relationships to that well-being
- manage time and other resources needed to complete a task
- use computer and communication technologies
- demonstrate initiative, leadership, flexibility, and persistence
- evaluate their own endeavours and continually strive to improve
- have the desire and realize the need for life-long learning.

Schools also may provide the opportunity for students to acquire a second language. All students must be able to demonstrate competence in reading and writing English.

Education Delivery

Schools must engage students in a variety of activities that enable them to acquire the expected learnings. Many students will require concrete, hands-on approaches to achieve the expected results. Schools will have authority to deploy resources and may use any instructional technique acceptable to the community as long as the results are achieved. Schools and teachers are encouraged to take advantage of different delivery options such as distance education and workplace learning.

Senior high school students will be able to learn employability skills in the workplace. The school will provide support to ensure a broad theoretical understanding of those specific skills. The province will provide high school credit for workplace learning that is certified by the school and by the employer. This will ensure that students have the skills demanded by business and gain recognized work experience to assist in making the transition from school to work.

Wherever possible, school programs and credit granting procedures will be redesigned to ensure compatibility with post-secondary and occupational training programs, thus improving the efficiency of the entire system by removing duplication.

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Standards for Student Learning

The province will define acceptable standards and standards of excellence for student achievement. Business will be a key player in defining the specific learning requirements of industry. Schools, school jurisdictions and the province will assess and report on the full range of student learning.

The school's primary responsibility is to ensure that students meet or exceed the provincial standards, as reflected in student learning expectations, provincial achievement tests, diploma examinations and graduation requirements. School boards and schools will consult with parents and other members of their communities about student performance, and set specific improvement targets in relation to provincial achievement test and diploma examination standards.

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PROGRAM PLANNING: Programs of Study

Programs of Study

The following programs of study are prescribed by order of the Minister pursuant to section 25(1) of the *School Act*.

- *Program of Studies: Elementary Schools*
- *Program of Studies: Junior High Schools*
- *Program of Studies: Senior High Schools*

Mandatory requirements for programs and courses are outlined in the programs of study, each of which contains the following components:

- Program Rationale and Philosophy
- Learner Expectations
  - General Learner Expectations
  - Specific Learner Expectations.

All authorized learning and teaching resources available for purchase are listed in the Learning Resources Distributing Centre *Buyers Guide*, in both print and electronic formats. Also, all authorized resources are listed under the Authorized Resources Database through the Alberta Education home page on the Internet at http://ednet3.edc.gov.ab.ca:1080/webdatabase/lrdb/lrdb.html.

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ECS to Grade 9 Programming

Early Childhood Services

Early childhood is a particularly significant period in human development, and the Early Childhood Services (ECS) programs provide services to address the developmental needs of children before they enter Grade 1. In ECS programs, young children participate as active partners in learning, build a set of shared experiences and develop knowledge, skills and attitudes that prepare them for subsequent learning.

The ECS program is a voluntary program, which may be offered by school boards, private schools and private ECS operators.

Kindergarten

Kindergarten, as part of the ECS program, **shall be planned, implemented and evaluated on the basis of the program of studies** outlined in the document *Kindergarten Program Statement*, 1995.

The *Kindergarten Program Statement*, available from the Curriculum Standards Branch, describes the learning achievement that will help prepare children for entry into Grade 1 and will provide them with a foundation for later success. The statement is the basis for all ECS programs funded by the province.

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Program Organization and Delivery

Kindergarten Minimum Hours

Where Kindergarten programs are offered, **approved operators shall provide at least 400 hours of program activities for each child in a centre during a fiscal year, or at least 18 in-home visits of one-and-a-half hours duration or more to each child in an in-home program during a fiscal year, or the equivalent in a combination of centre hours and in-home visits.**

Grade 1 to Grade 9

To ensure equitable access of opportunity for Grade 1 to Grade 9 students, a minimum number of instructional hours are specified.

In accordance with section 25(1)(c) of the *School Act*, and to allow for a balanced program that leads to the learning expectations indicated in the description of Basic Education, **schools are required to ensure that Grade 2 to Grade 9 students have access to 950 hours of instruction per year in each grade. For Grade 1, alternative minimum times enabling a smooth transition from ECS are permissible.**

Instructional time includes time scheduled for purposes of instruction, examinations/testing and other student activities where direct student–teacher interaction and supervision are maintained.

Instructional time does not include: teachers' conventions, professional development days, parent–teacher interview days, teachers' planning days, staff meetings, statutory and local school authority-declared holidays, lunch breaks, breaks between classes, recesses, class periods for the registration of students and extracurricular activities.

In programs using a language other than English or French as a language of instruction, the regulations regarding percentage of time in each language must be followed.

Organizing Instructional Time

The following requirements and considerations apply.

- All students must be provided access to a specified number of hours of instructional service. See the Kindergarten Minimum Hours and Grade 1 to Grade 9 sections under Program Organization and Delivery.
- Subject to the above requirement, the scheduling of instructional time is a local matter.

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- All students should be provided sufficient opportunity to achieve the learner expectations outlined in the programs of study. To assist schools in planning, recommendations regarding the apportioning of instructional time are provided in the sections that follow.

- Organization for instruction may be based on an integrated programming model. Where programs are integrated, the learner expectations from two or more programs may be addressed within a common time block.

Elementary Program Required Components

In planning elementary programs, the following recommended percentage time allocations are identified as a general guide. The actual times required to meet learning expectations in each subject area may vary from student to student.

Percentage Time Allocations Recommended

Grade 1 and Grade 2

Required Subjects	Percentage
Language Arts	30%
Mathematics	15%
Science	10%
Social Studies	10%
Art and Music	10%
Health and Physical Education	10%

Time for optional components (e.g., French, drama, religious instruction) or additional allocations to the required subjects listed above.	15%

Grade 3 through Grade 6

Required Subjects	Percentage
Language Arts	25%
Mathematics	15%
Science	15%
Social Studies	10%
Art and Music	10%
Health and Physical Education	10%

Time for optional components (e.g., French, drama, religious instruction) or additional allocations to the required subjects listed above.	15%

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Elementary Program Optional Components

At the elementary level, programming may include one or more optional components. Optional components are those parts of the elementary school program that are based on learning expectations other than those outlined for required subjects.

Optional components may be developed and approved at the local level, as per section 44(1)(a) of the *School Act*. The following areas are optional components for which learning expectations have been developed at the provincial level.

- Blackfoot Language and Culture Program
- Computer Literacy
- Cree Language and Culture Program
- Drama
- French as a Second Language
- Ukrainian Language Arts

Junior High Instructional Time

At the junior high level, schools must provide access to 950 hours of instruction per year in each grade.

Junior High Program

The primary consideration that schools must take into account when organizing for instruction, is to provide their students with an opportunity to meet all of the requirements of a basic education. The junior high school program should be organized in the context of the learning expectations included in the Mission, Mandate, Principles and Beliefs section of this handbook.

A course in junior high school represents a set of specific knowledge, skills and attitudes. Most students can achieve these in the recommended times. It is recognized that some students can acquire the knowledge, skills and attitudes specified in a course of studies in less than the recommended time, while others will require more time.

- The recommended time allotment (hours per year) for each part of the junior high school program is:

Language Arts	150 hours or more per year
Mathematics	100 hours or more per year
Science	100 hours or more per year
Social Studies	100 hours or more per year
Physical Education	75 hours or more per year
Complementary Courses	150 hours or more per year
Health and Personal Life Skills ..... ❶	

❶ Health and Personal Life Skills is a required course, but it is not necessary to offer this course each year. Therefore, it is recommended that Health and Personal Life Skills be offered for 150 hours or more over the three years, Grade 7 through Grade 9.

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- For schools offering instruction in a language other than English (*School Act*, sections 5 and 6), the above time recommendations for core courses apply. In addition to English language arts, it is recommended there be a minimum of 150 hours of language arts in the language of instruction.

- **Schools shall offer two provincially authorized complementary courses except where instruction in a language other than English** (*School Act*, sections 5 and 6) **is offered, then only one provincially authorized complementary course is required.**

Junior High Complementary Courses

Schools are required to offer complementary courses since they help students achieve the learning expectations outlined in the Mission, Mandate, Principles and Beliefs section of this handbook. Also, complementary courses reinforce learnings in language arts, mathematics, science and social studies, as well as address learnings that are not in these subjects.

Sequencing

Students should be encouraged to continue in Grade 8 and Grade 9 with at least one of the complementary courses selected in Grade 7.

The complementary courses are categorized as follows.

Environmental and Outdoor Education

Ethics
- This course may be offered in Grade 7, Grade 8 or Grade 9.

Fine and Performing Arts
- Art
- Drama
- Music
  - Choral
  - General
  - Instrumental

Locally Developed/Acquired and Authorized Complementary Courses

Native Languages
- Blackfoot Language and Culture Program
- Cree Language and Culture Program

Practical Arts
- Agriculture: Land and Life
- Business Studies 9
- Computer Studies
- Home Economics
- Industrial Education

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– Schools may wish to incorporate modules from the appropriate interim Career and Technology Studies (CTS) strands into existing Practical Arts courses.

Note: Practical arts courses will be replaced by career and technology studies (CTS) strands in the 1997–1998 school year. Also see under Career and Technology Studies in the Courses and Programs section of this handbook.

Religious Studies

– Religious studies may be offered at the discretion of the local school board, under section 33 of the *School Act*.

Second Languages

French
German
Ukrainian

- French as a Second Language: French as a Second Language (FSL) is a program in which the French language is taught as a subject, often between 30 and 40 minutes a day, to help students develop communication skills, language knowledge and cultural awareness in French.

  Policy 1.5.2 in the *Alberta Education Policy, Regulations and Forms Manual* states that because of the bilingual nature of Canada, Alberta Education encourages opportunities for all Alberta students to learn French by supporting programs and services for French immersion programs and French second language courses.

  School boards may begin the program at different grades as the FSL program is not grade specific. Many schools begin FSL in Grade 4, but others may not start until Grade 7 or later. Students entering junior high school may begin their French language experience, or they may continue developing their language proficiency, depending upon the level attained in elementary school.

  The French as a second language program is organized into three language proficiency levels: Beginning, Intermediate and Advanced. Each of these proficiency levels is then further divided into three sublevels. Students start at the Beginning level and progress through the Beginning 1, Beginning 2 and Beginning 3 sublevels and then continue with the Intermediate 4, 5 and 6 sublevels. Students may take several years to reach Beginning level 3 or Intermediate level 6 proficiency, depending on the amount of time provided and the type of program delivery.

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Boards shall also develop, keep current and implement written policy and procedures consistent with provincial policies and procedures for FSL.

- Other Second Language Courses: The two-year junior high school German program may be offered in any of Grade 7, Grade 8 or Grade 9.

The Government of Alberta has recognized the multicultural nature of the province through the *Alberta Multiculturalism Act*, 1984 [Amended 1990] and the *Language Education Policy for Alberta*, 1988. Accordingly, Alberta Education encourages local school authorities to develop second language courses to meet the needs of the local community when such courses are not available as provincially authorized courses. Guidelines and procedures for the development and authorization of these second language courses are contained in the *Alberta Education Policy, Regulations and Forms Manual*. For further information, contact the Curriculum Standards Branch.

Interdisciplinary Studies

The programs referred to in this handbook are outlined in subject area categories. Organization for instruction may be based on these subject categories or on a locally developed integrated programming model. Where integrated programming is provided, schools should ensure that records of student progress indicate the achievement of students in each subject area, and that information on student progress is available to parents in that form.

Planning Junior High Course Selections

A student's choice of programs is subject to approval of the principal, except where a student (age 16 or over) elects to take distance learning courses. Steps should be taken to ensure parents understand and concur with their children's course selections. Principals should ensure students are made aware of special programs available to meet their individual educational needs. Students eligible for French language education under section 23 of the *Canadian Charter of Rights and Freedoms*, and registered in a francophone school or program, should be given the opportunity to complete most of their required course work in French. Native students may access resources and programs designed to reflect and respect Native cultures.

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Planning in Junior High for Senior High Programs

Students should be provided with assistance in planning their high school programs. Certain courses are required for a diploma or a Certificate of Achievement. Some Grade 10 courses are prerequisites for more advanced high school courses. When junior high school students are planning their Grade 10 programs, all students and parents should become familiar with the guidelines in order to avoid possible difficulties in the later high school years.

When assisting students in planning their programs, junior high school staff should ensure that students discuss their proposed programs with their parents and keep in mind the credit requirements for graduation from senior high school. These requirements are outlined in the *Alberta High School Graduation Requirements* and *A Credit to Yourself* booklets available free from the Curriculum Standards Branch, or viewable through the Alberta Education home page on the Internet.

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Senior High School Programming

School Organization

School jurisdictions are to develop methods of school organization that best meet the needs of their students. For instance, jurisdictions are encouraged to adopt alternatives to the current Carnegie Unit organizational model where such alternatives are in the best interests of individual students.

Any method of delivery must ensure that each student has access to at least 25 hours of instruction per high school credit for courses other than a 3-credit course. For a 3-credit course, a student shall have access to at least 62.5 hours of instruction.

Schools are required to ensure that students have access to 1000 hours of instruction per year.

Instructional time includes time scheduled for purposes of instruction, examinations, and other student activities where direct student–teacher interaction and supervision are maintained.

Instructional time does not include: teachers' convention days, professional development days, parent–teacher interview days, teachers' planning days, staff meetings, statutory and school board-declared holidays, lunch breaks, breaks between classes, time taken for the registration of students and extracurricular activities.

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When methods of delivery of the required course content vary from the time–credit model of organization, the method shall ensure that the student may successfully meet local or provincial evaluation criteria.

A credit at the high school level represents course-specific knowledge, skills and attitudes. Most students can achieve a credit with approximately 25 hours of instruction. It is recognized some students can acquire the knowledge, skills and attitudes specified for a credit in a course of studies in less than 25 hours, while others will require more time.

Program Organization

Priority should be given to offering a high school program that enables students to:

- meet diploma requirements (see the Senior High School Graduation Requirements section)
- earn a minimum of 100 credits in three years
- have some opportunity to take complementary courses
- enter post-secondary institutions or seek employment.

Assisting in Student Planning

Certain courses are mandatory in order to meet diploma and certificate requirements. Some Grade 10 courses are prerequisites for more advanced high school courses. In order to avoid possible difficulties in later high school years, principals should ensure that students planning their Grade 10 programs are familiar with the guidelines. To assist in planning, refer to the booklet *A Credit to Yourself,* 1993, blackline masters of which are available from the Curriculum Standards Branch.

Note that the number of credits for each course in which a student is enrolled is not checked by Alberta Education. Principals are urged to ensure that credits to be earned are recorded correctly and checked carefully at the school level.

Student Information Needs

- Students should be given assistance in planning their high school programs. Steps should also be taken to secure parents' understanding of and concurrence with their children's registrations.
- In planning a program, schools should ensure that students keep in mind the requirements for a diploma or a certificate as outlined in this handbook.
- In addition to graduation requirements, a student's choice of subjects in high school may be governed by

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requirements adopted by the local school authority that has jurisdiction over the student, provided that these requirements do not contravene the provisions of this handbook.

In providing assistance to students planning their programs, care should be taken to ensure that such programs will enable each student to attain the aim of either meeting entry requirements for post-secondary programs or acquiring the knowledge, skills and attitudes that will facilitate direct career entry.

- Students under age 16 may take distance learning courses from the Alberta Distance Learning Centre, subject to approval of the principal. Students aged 16 or over do not require approval of the principal to take correspondence courses. For further information about the Alberta Distance Learning Centre, see the Instructional Delivery section.
- Students should be made aware of special programs that are available to meet their individual needs or the needs of their community.
- Students eligible under section 5 of the *School Act* have the opportunity to complete most of their required course work in French.
- Native students may also access resources and programs that are designed to meet their needs and to further their knowledge of Native languages and cultures. Alberta Education's policy on Native education is provided in the *Alberta Education Policy, Regulations and Forms Manual.*

Scholarships

All students should be made aware of the requirements for the Alexander Rutherford Scholarships for High School Achievement.

These scholarships are awarded to students achieving a minimum average of 80% in five designated subjects in Grade 10, Grade 11 and Grade 12.

Also, the top ten Alberta students graduating from Grade 12, as determined solely on the basis of diploma examination results in English Language Arts 30 or Français 30, Social Studies 30, and three other diploma examination subjects, are recognized as "Rutherford Scholars."

For additional information, contact the Alberta Heritage Scholarship Fund.

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General Requirements for Admission to Post-secondary Educational Institutions

Possession of an Alberta high school diploma or certificate does not necessarily guarantee admission to a post-secondary institution. Students who intend to enter a post-secondary institution should be advised, as early as Grade 10, to check the calendars of these institutions for admission requirements, and they should plan their senior high school programs accordingly.

Refer to Appendix 1 for guidelines to assist in planning high school vocational and career and technology studies programs for articulation with the Alberta Apprenticeship and Trade Certification programs.

Percentages and Letter Gradings

Marks are to be submitted to Alberta Education in percentages. Physical Education 10, taken through a home education program, may be submitted as a pass or a fail.

Evaluations of course work completed outside of Alberta in schools recognized by the Minister, whenever possible, are to be reported in percentages that conform to the Alberta scale below, or may be reported as a pass or a fail.

Percentage Scale	Letter Grading
80 – 100	A
65 – 79	B
50 – 64	C
0 – 49	F

The Alexander Rutherford Scholarships for High School Achievement require that achievement and evaluation in completed courses be reported in percentages. Subjects in which achievement is reported by letter grade will not be considered in the calculation of averages by the scholarship fund administrators. For additional information, contact the Alberta Heritage Scholarship Fund.

High School Summer, Evening and Weekend Programs

Summer, evening and weekend programs for senior high school students may be offered by boards, accredited private schools and other accredited high schools; e.g., Alberta vocational colleges, private and public colleges.

The requirements noted in this handbook apply to all schools offering senior high school summer, evening and weekend programs for credit, with the exception that for these programs, schools must provide access to instruction of at least 16 hours per credit.

The exception to the above is that Work Experience 15–25–35 requires 25 hours per credit even when offered in summer, evening or weekend programs.

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Courses and Programs

Agriculture 10–20–30

No provincial program of studies is available for Agriculture 10–20–30. These courses may be developed as extensions of the complementary junior high school Agriculture: Land and Life courses.

Interim strands in agriculture became available through the career and technology studies program in the 1994–1995 school year. Agriculture 10–20–30 will be replaced by CTS upon its provincial implementation in the 1997–1998 school year.

This series of courses is not accepted for meeting the science requirement of the Alberta High School Diploma, the General High School Diploma, the Advanced High School Diploma or the Certificate of Achievement.

Career and Life Management (CALM) 20

CALM 20 may be taken by senior high school students in their Grade 10, Grade 11 or Grade 12 year.

Principals may wish to consider the option of having students take CALM 20 in either their Grade 10 or Grade 12 year, if such students plan to take three sciences as well as a fine arts or career and technology studies course in Grade 11.

Exemptions

Transfer-in students and mature students may be exempted from the CALM 20 requirement. See under the Grade 12 Exemptions for Transfer-in Students section and the Special Provisions for Mature Students section.

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Career and Technology Studies

Career and technology studies (CTS) is a program being phased into junior and senior high schools from 1992 to 1997. CTS is a results-based curriculum with an integrated structure that provides increased opportunity for schools to offer programs to meet the needs of students. The program restructures and expands on the present junior and senior high school business education, home economics, industrial arts and vocational education courses. After 1997, these practical arts courses are to be phased out.

CTS is organized into 22 strands. Course strands are made up of modules. Procedures and guidelines on how to register students and report their achievement have been provided to schools. Provincial implementation for all strands is scheduled for the 1997–1998 school year.

Agriculture
Career Transitions
Communication Technology
Community Health
Construction Technologies
Cosmetology
Design Studies
Electro-Technologies
Energy and Mines
Enterprise and Innovation
Fabrication Studies
Fashion Studies
Financial Management
Foods
Forestry
Information Processing
Legal Studies
Logistics
Management and Marketing
Mechanics
Tourism Studies
Wildlife

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Replacing Junior High Practical Arts

In the 1997–1998 school year, career and technology studies will replace the following junior high practical arts courses and programs.

Agriculture: Land and Life
Business Studies 9
Computer Studies
Environmental and Outdoor Education
Home Economics
Industrial Arts

Designing CTS Courses

The CTS curriculum structure allows schools and teachers to design courses by combining 1-credit modules:

- within and across strands
- within and across levels (introductory, intermediate and advanced).

These courses are to meet all requirements for module sequences, facilities and equipment, and instructional qualifications for each strand defined in the *Guide to Standards and Implementation.*

Senior High School Credits for Modules Completed in Junior High School

Some students may successfully complete CTS modules while in junior high school. The senior high school principal may accept a recommendation from the junior high school principal that a student has successfully completed a module and should be given credit. This module can then be included when reporting student achievement through the normal student records system. The module(s) will also then be included in the student's transcript.

Note: The module challenge provision does not apply to these students.

More information is available in the *Funding for School Authorities: A Manual for School Jurisdictions, Private Schools and Private ECS Operators.*

Reporting Senior High CTS Courses

Appendix 7 outlines the reporting structure for student achievement. It also provides four Course Configuration Charts.

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Challenge Programs

International Baccalaureate Program, Advanced Placement Program, and Locally Developed/Acquired and Authorized Complementary Courses

Schools are encouraged to challenge capable students beyond the 10–20–30 course sequences. This challenge can be provided through the International Baccalaureate Program, or by preparing students to challenge the Advanced Placement Program examinations, or by offering locally developed/acquired and authorized complementary courses. These programs extend the learner expectations beyond the provincial 10–20–30 course sequences.

Schools should inform students of the acceptability of International Baccalaureate courses, of the Advanced Placement Program, and of locally developed/acquired and authorized complementary courses for credit and/or advanced placement by post-secondary institutions.

Schools should also inform students that these challenge programs do not replace the diploma requirements outlined in the Senior High School Graduation Requirements section.

Driver and Traffic Safety Education 10

Certificates for successful completion of Driver and Traffic Safety Education 10 are issued to students by high schools offering the course. Principals can obtain blanks of the Driver Education Certificate upon written request to the Curriculum Standards Branch.

To receive a certificate for insurance reduction purposes, the student must have a mark of 80% or higher on the school or government examination and a mark of 75% or higher for the in-car portion of the test.

If the student does not achieve a mark of 75% on the in-car portion of the test, the student may take the road test again at a local licensing agency. Once the road test is passed, the student forwards the information to the Curriculum Standards Branch and a certificate is issued.

Driver and Traffic Safety Education 10 **will consist of at least:**

- **30 hours of classroom instruction**
- **10 hours of observation of in-car practice**
- **10 hours of behind-the-wheel practice.**

Classroom instruction must be conducted by a certificated teacher. In-car observation and behind-the-wheel practice may be conducted by a certificated teacher or a noncertificated individual but must comply with the "Driver Training Regulations" under the *Highway Traffic Act*.

For further information, refer to Driver and Traffic Safety Education 10 in the Personal Development section of the *Program of Studies: Senior High Schools*.

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English as a Second Language

Schools with students learning English as a second language should refer to the English as a Second Language Policy in the *Alberta Education Policy, Regulations and Forms Manual* and the *Language Education Policy for Alberta*, 1988.

For further information about curricular documents, consult the *Language Education Policy for Alberta*, 1988, or contact the Curriculum Standards Branch.

French Language

Language Policy

School boards shall develop, keep current, and implement written policy and procedures for French Immersion Programs, French as a Second Language courses and immersion and second language courses in other languages. For more information, see the *Alberta Education Policy, Regulations and Forms Manual.*

Locally Developed Courses

Locally developed/acquired and authorized courses in second languages are also available. Refer to the *Locally Developed/Acquired and Authorized Junior and Senior High School Complementary Courses* policy in the *Alberta Education Policy, Regulations and Forms Manual*, see Appendix 3 of this handbook, or contact the Curriculum Standards Branch for further information.

French as a Second Language Program

The new French as a Second Language (FSL) program consists of seven courses: French 13 and French 10 are Beginning level courses, French 20 and French 30 are Intermediate level courses, and French 31a, 31b and 31c are Advanced level courses. Effective in 1995–96, the school-leaving standard for French as a Second Language is the new French 30 course.

French 13 and French 10 were implemented provincially in the 1993–1994 school term. The new French 20 was implemented in 1994–1995 and French 30 was implemented in 1995–1996. French 31a was implemented provincially in the 1994–1995 school year. French 31b was implemented in 1995–1996 and French 31c was implemented for the 1996–1997 school year.

The former FSL courses have been phased out, and the (New) course codes can be found in Appendix 2.

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When students enter senior high school, they should be placed in FSL courses that correspond to their level of proficiency. For example, a student who has acquired the skills and knowledge required in FSL Beginning level 3, should be placed in French 20. School boards are encouraged to develop procedures to appropriately place students in senior high school FSL courses.

French 13 is a course for students who have not taken French before entering senior high school, or for students who have not attained proficiency at Beginning level 1/2, the prerequisite for French 10.

Concurrent Registration in French Language Courses

Effective in September 1996, the concurrent registration provision was discontinued at all grades and for all French language courses. The concurrent registration process has been replaced under the provisions in the Course Challenge Policy 1.9.1.

French as a Second Language Course Challenge

Students planning to use French as one of their courses for Alexander Rutherford scholarship purposes may present a French course at each level (10–20–30/31). Students who go directly into French 31a, 31b or 31c may use only these courses to meet the Grade 12 scholarship requirements. For these students to meet the Grade 10 and/or Grade 11 scholarship requirements, they would have to challenge French 10 and/or French 20. This provision is under review.

Exceptions

French 13 is excluded from the course challenge and waived prerequisite provisions.

Industrial Education

A student wishing to establish a prerequisite to a 22-level course shall take 5 credits in one of the following:

- **four modules from related Industrial Education 10–20–30 courses, or**
- **a 12- or 15- or 16-level course in the appropriate vocational or occupational program, or**
- **Practical Arts 15a or 15b. (These courses are each composed of half of two related 10-, 12- or 15-level courses.)**

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Instruction in Languages Other than English

Bilingual Programs

According to section 6 of the *School Act*, a local school board may authorize the use of a language other than English or French as a language of instruction. In such cases, English must be used as the language of instruction for not less than 50 per cent of the school day. A Ukrainian Language Arts (ECS to Grade 12) program of studies is available provincially. Local school authorities wishing to develop a language arts program in a language other than English or French should consult the document *Framework for a Locally Developed Language Arts Curriculum for a Language Other Than English or French (ECS–Grade 12),* 1989.

Francophone Programs

Section 5 of the *School Act* states that where individuals have rights under section 23 of the *Canadian Charter of Rights and Freedoms* to have their children receive school instruction in French, their children are entitled to receive that instruction in accordance with those rights wherever in the province those rights apply. Such students are referred to elsewhere in this handbook as "students attending francophone programs or schools." School jurisdictions should consult the *Language Education Policy for Alberta*, 1988 and the *Alberta Education Policy, Regulations and Forms Manual.* For further information, contact the Language Services Branch.

French Immersion Programs

Instructional Time

According to section 6 of the *School Act*, a board may authorize the use of French or any other language as a language of instruction. Alberta Education encourages opportunities for all Alberta students to learn French by making available programs and services for French immersion and French as a second language courses.

School jurisdictions are asked to consult the *Language Education Policy for Alberta*, 1988, as well as the *French Language Immersion Regulation* and the *Languages Other than English or French Regulation* contained in the *Alberta Education Policy, Regulations and Forms Manual.*

Regulation 36/89 states that **notwithstanding section 3, the amount of time French is used as the language of instruction in a French immersion program shall be:**

- **in the case of grades 1 to 6, not less than 50% of each school day,**
- **in the case of grades 7 to 9, not less than 40% of each school year, and**
- **in the case of grades 10 to 12, not less than 30% of each school year.**

Additional information is available in the *Alberta Education Policy, Regulations and Forms Manual* and from the Language Services Branch.

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French as a Second Language Instructional Time

It is recommended to boards that offer French as second language courses that students have access to these courses for:

- **90 hours per year in grades 1–6;**
- **75 hours per year in grades 7–9; and**
- **125 hours per course in grades 10–12.**

Second Language Programs in Languages Other than English or French

Second language courses have been developed provincially for Blackfoot, Cree, German and Ukrainian.

The Blackfoot and Cree Language and Culture programs are intended for students beginning their study of these languages in Grade 1; however, both programs may be adjusted to meet the learning needs of students who commence their studies at a later stage. A two-year program is available in German. A Ukrainian Language Arts program is available for students beginning the study of this language in Grade 7. Information on French as a Second Language is outlined in the section Junior High Complementary Courses.

Further information is available in the *Alberta Education Policy, Regulations and Forms Manual*; the *Language Education Policy for Alberta*, 1988; and from the Curriculum Standards Branch.

Integrated Occupational Program

The Integrated Occupational Program (IOP) is a five-year program that begins in the Grade 8 year of schooling and continues through the Grade 12 year of schooling.

The IOP is intended for students who require an integrated program that enhances their academic and occupational competencies as well as their ability to enter into employment and/or continuing education and training. The program provides students with opportunities to acquire, consolidate and expand on knowledge, skills and attitudes necessary for successful transfer to regular programs or for progression through the IOP.

The Integrated Occupational Program is available to students in grades 8, 9, 10, 11 and 12 in jurisdictions that choose to offer the program. Certificates of Achievement are awarded to successful graduates of the program. Most students entering the senior high IOP will have completed the junior high IOP. However, students may enter the Integrated Occupational Program in their Grade 10 year.

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The following criteria have been established which, taken together, may help determine students' eligibility for the Integrated Occupational Program.

- Age: Students must be 12 years and six months of age or older as of September 1 of the current school year and be entering their Grade 8 year.
- Achievement: Candidates for the Integrated Occupational Program have a range of abilities and interests. They demonstrate reading, writing, computational and other levels of achievement below those of their age peers. The differences in their achievement tend to make it difficult for them to experience success in a diploma program.
- Related Factors: Some of the factors that should be considered are: behaviour, motivation, emotional makeup, psychomotor coordination, work habits, attendance, persistence.
- Learning Styles: Candidates benefit from concrete learning experiences.

IOP academic courses focus on the development of knowledge, skills and attitudes necessary for everyday living at home, in the community and on the job. IOP practical arts and occupational courses provide students with the opportunity to apply the knowledge, skills and attitudes developed in academic courses and, at the same time, prepare them for entry-level job opportunities in eight occupational clusters.

The eight occupational clusters are: agribusiness, business and office operations, construction and fabrication, creative arts, natural resources, personal and public services, tourism and hospitality, and transportation. Community partnerships are integral to all IOP courses. See Off-campus Education in this section of the handbook.

To qualify for funding, local school authorities must be able to demonstrate, upon the request of Alberta Education, that a five-year program is available to students within the jurisdiction or by agreement among two or more jurisdictions.

Further information is provided in the *Integrated Occupational Program Information Manual for Administrators, Counsellors and Teachers*, 1994; in the *Alberta Education Policy, Regulations and Forms Manual*; and in the *Funding for School Authorities: A Manual for School Jurisdictions, Private Schools and Private ECS Operators.*

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Junior High IOP Core and Practical Arts Courses

A student shall have access to a minimum of 950 hours of instruction at Grade 8 and Grade 9.

- The recommended time allotment for Integrated Occupational Program (IOP) courses is:

Minimum Core Time	575	hours per year
Minimum Practical Arts Time	225	hours per year
Unspecified Core and/or Practical Arts Time	150	hours per year
Minimum TOTAL Instructional Time	**950**	**hours per year**

- The IOP practical arts component consists of Business Education, Personal and Public Services, and Technical/ Occupational courses. Both Grade 8 and Grade 9 instruction are to include at least two of these three practical arts courses. For further information, refer to page 17 of the *Integrated Occupational Program Information Manual for Administrators, Counsellors and Teachers*, 1994.
- Unspecified time of 150 hours may be used to provide additional instructional time in the IOP academic core courses, complementary courses and/or the practical arts courses.

Senior High IOP Courses

Although academic courses in the Integrated Occupational Program are designated 3-credit courses, schools are encouraged to provide more instructional time than would normally be allocated for a 3-credit course, if this would help to ensure student success.

Some students in the Integrated Occupational Program may wish to transfer to the Alberta High School Diploma route. Should this transfer occur, 10 credits in a 36-level course from any occupational cluster will satisfy the 10-credit requirement in any 30-level course for the Alberta High School Diploma. Students who transfer to the Alberta High School Diploma route must satisfy the requirements as outlined in the Senior High School Graduation Requirements section. Within the senior high school Integrated Occupational Program, transfer may occur following successful completion of 16-, 26- or 36-level courses.

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Locally Developed/Acquired and Authorized Junior and Senior High School Complementary Courses

Alberta Education supports the local development and authorization of junior high school and senior high school complementary courses which do not duplicate provincially authorized courses, to further develop and cultivate the unique interests and abilities of students, to foster educational improvement and excellence through innovation at the local level to meet the unique needs of a local community.

In developing/acquiring instructional materials, the school board should take into account such criteria as curriculum fit, criteria for promoting respect and understanding, appropriateness for student developmental stages and criteria for instructional design.

Instruction in a locally developed course being offered for credit should not commence without the prior approval of the local school authority.

For a listing of locally developed/acquired and authorized senior high school complementary courses, refer to Appendix 3 of this handbook.

For further information on locally developed/acquired and authorized junior and senior high school complementary courses, refer to the *Alberta Education Policy, Regulations and Forms Manual.*

International Baccalaureate

Local school authorities offering the International Baccalaureate program are permitted to develop and authorize these courses. Only those schools offering the International Baccalaureate program are permitted to use these courses.

Religious Studies

Local school authorities requiring the authorization or reauthorization of religious studies courses are to continue following the *Locally Developed Religious Studies Courses* policy. **A description of each course**, as outlined in procedure 5 of the *Locally Developed/Acquired and Authorized Junior and Senior High School Complementary Courses* policy, contained in the *Alberta Education Policy, Regulations and Forms Manual*, **will be forwarded to the Director, Curriculum Standards Branch**.

School authorities wishing to offer locally developed religious studies courses for credit should refer to the *Locally Developed Religious Studies Courses* policy. These courses continue to **require Ministerial Authorization**.

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All school authorities wishing to continue offering locally developed religious studies courses for credit shall submit their requests for reauthorization to the Director, Curriculum Standards Branch, every three years.

Music—Private Study

When a student requests music credits for private study, in voice or an instrument, a principal may grant 5 credits for each of:

- Choral Music 10 for voice or Instrumental Music 10 for an instrument
- Choral Music 20 for voice or Instrumental Music 20 for an instrument
- Choral Music 30 for voice or Instrumental Music 30 for an instrument.

Students are not to receive credits for both school music and music by private study when those programs are both instrumental or both choral [voice]. The maximum credits a student can earn in either a Choral Music 10–20–30 program or an Instrumental Music 10–20–30 program is fifteen. For example, a student cannot earn 15 credits in instrumental school music and another 15 credits in instrumental private study. This does not affect locally developed/acquired and authorized courses.

Credits for work in private music study completed in previous years may be applied to courses in advance of the student's current grade level.

If a student presents an official transcript verifying that he or she has achieved the learner expectations required for the equivalent of Grade 12 credit, the principal is to recommend the awarding of a maximum of 15 credits in music (5 each for Grade 10, Grade 11 and Grade 12), whether or not the student has documentation for all the required components for equivalent credits for Grade 10 and Grade 11.

Similarly, if a student has achieved the learner expectations required for Grade 11 equivalency, the principal is to recommend the awarding of 10 credits in music (5 each for Grade 10 and Grade 11).

The chart, which follows, provides the information necessary for principals to recommend credits for music taken by private study.

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The principal is to evaluate the documents, using the evaluation form available from the Educational Information Exchange. The completed evaluation form is to be forwarded to the Educational Information Exchange. To obtain credit, students are to have passed both the practical and the theory components listed in the chart for that grade level.

Marks submitted by schools to Alberta Education should be calculated for each grade level as follows:

Practical Component (Grade Level) – 70% of mark submitted
Other Components (Theory) – 30% of mark submitted

Note: Principals are to recommend credits only on the basis of official transcripts as issued by the Western Board of Music, the Royal Conservatory of Toronto or Mount Royal College, Calgary. Diplomas, photocopies of diplomas or photocopies of transcripts are themselves insufficient for evaluation purposes.

In those instances where a student does not provide an official transcript for each lower grade level being evaluated, the principal is to report a mark of "P" or "pass," rather than a percentage score, when recommending the awarding of waived credits.

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COURSES FOR WHICH CREDITS MAY BE RECOMMENDED FOR MUSIC TAKEN BY PRIVATE STUDY
Revised 1993

		Grade 10	Grade 11	Grade 12
Western Board of Music	Voice[1]	Grade 6 + Theory II	Grade 7 + Theory III	Grade 8 + Theory IV
	Electronic Organ, Pipe Organ, Organ	Grade 6 + Theory II	Grade 7 + Theory III	Grade 8 + Theory IV
	Piano, Strings[2]	Grade 6 + Theory II	Grade 7 + Theory III	Grade 8 + Theory IV
	Woodwind,[3] Brass,[4] Percussion, Recorder	Grade 3 + Theory II	Grade 5 + Theory III	Grade 7 + Theory IV
Royal Conservatory of Toronto	Voice[1]	Grade 6 + Theory I	Grade 7 + Theory II	Grade 8 + Theory II
	Piano, Strings,[2] Accordion, Guitar	Grade 6 + Theory I	Grade 7 + Theory II	Grade 8 + Theory II
	Woodwind,[3] Brass,[4] Percussion, Recorder	Grade 4 + Theory I	Grade 6 + Theory II	Grade 8 + Theory II
Mount Royal College, Calgary	Voice[1]	Grade 4 + Theory I	Grade 6 + Theory II	Grade 8 + Theory II
	Piano, Strings[2]	Grade 6 + Theory I	Grade 7 + Theory II	Grade 8 + Theory II
	Woodwind,[3] Brass,[4] Percussion	Grade 4 + Theory I	Grade 6 + Theory II	Grade 8 + Theory II

[1] All voice courses count as Choral Music 10–20–30 respectively for high school credits. All other courses are to be used for Instrumental Music 10–20–30 respectively.

[2] Strings include violin, viola, violoncello and double bass only.

[3] Woodwind includes flute, oboe, bassoon, clarinet and saxophone only.

[4] Brass includes trumpet, horn (French horn), trombone, euphonium and tuba only.

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Off-campus Education

Alberta Education's three-year business plan encourages schools and teachers to take advantage of different delivery options, such as distance education and workplace learning. The policy document, *Off-Campus Education,* supports efforts made to enhance and expand learning through the use of community resources. The policy includes a number of programs and a range of instructional and delivery strategies.

The policy, effective September 1, 1994, is in the *Alberta Education Policy, Regulations and Forms Manual*, and replaces two previous policies; *Off-Campus Vocational Education*, and *Work Experience Education*. The 1994 policy:

- supports the use of off-campus initiatives across the curriculum; that is, courses and course components of both core and complementary subject areas
- supports the issuing of high school credit for workplace learning that is approved by the school and by the employer.

Specific procedures and legislation about off-campus education programs are provided in the *Off-campus Education Guide for Administrators, Counsellors and Teachers*, 1995 and the *Alberta Education Policy, Regulations and Forms Manual.*

The new off-campus policy includes the following categories:

- Cooperative Education/Work Experience 15–25–35
- Integrated Occupational Program
- Registered Apprenticeship Program
- Youth Internship Canada.

Program components include:

- community partnerships
- job shadowing
- job sharing
- mentorships
- work study.

Cooperative Education/ Youth Internship Program

"Cooperative Education" means off-campus experiential learning undertaken by a senior high school student as approved under policies established by the federal government and Alberta Education. The Cooperative Education option has not been available to new applicants since 1992. In 1994–1995, a new federal government option, the Youth Internship Program, became available to local school boards and accredited private schools. For further information on Cooperative Education and the Youth Internship Program, contact the Curriculum Standards Branch.

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Human Resources Development Canada is not approving any new federal funding for Cooperative Education projects. Existing programs will continue to the expiry of the funding period.

Registered Apprenticeship Program

The Registered Apprenticeship Program (RAP) is a program in which students spend part of their time in school and part of their time in industry as registered apprentices in one of Alberta's 52 designated trades.

Information about RAP may be obtained from the Curriculum Standards Branch or from the nearest Career Development Centre of the Apprenticeship and Trade Certification Branch, Alberta Advanced Education and Career Development. Additional information, course sequences and course codes for RAP are contained in Appendix 1 and Appendix 4.

Work Experience 15–25–35

In accordance with the *Off-Campus Education* policy:

1. Each of the new Work Experience 15–25–35 courses, at each level, may be offered for 3, 4, 5, 6, 7, 8, 9 or 10 credits. For students who entered Grade 10 from September 1994 onward, the number of work experience credits that may count toward a diploma is limited to 15.

2. Career Readiness modules, available as components of the Career Transitions strand within the Career and Technology Studies program, are linked to the new Work Experience 15–25–35 courses, as follows.

    - The introductory module, CTR101: Job Preparation, is a required component of the first work experience course taken by a student.
    - The intermediate module, CTR201: Job Maintenance, is a recommended component of the second work experience course taken by a student.
    - The advanced module, CTR301: Preparing for Change, is a recommended component of the third work experience course taken by a student.

The following procedures associated with previous work experience education courses are retained.

- Each work experience course is to be time-based; i.e., 25 hours per credit.
- A student may enroll in Work Experience 35 without having completed Work Experience 15 and/or Work Experience 25.

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- A student completing Work Experience 35 for 10 credits will have met the "10 credits in any 30-level courses" graduation requirement for the Alberta High School Diploma.
- The provision of credits for waived prerequisite courses, as outlined in this handbook, does not apply to Work Experience 15–25–35. Nor does the course challenge provision apply.

Reporting Work Experience Credits

When schools report work experience marks and credits to the Educational Information Exchange, they are to report the marks and credits given for career transitions modules separately as career and technology studies courses. For example, a student taking work experience for 6 credits, which includes the CTR101 module, may have the CTR101 module as a 1-credit CTS course and the remaining 5 credits as the Work Experience 15 course. Alternatively, the 1-credit CTR101 module may be combined with credits earned from other CTR and/or CTS modules to form a 3-, 4-, 5- or 6-credit course.

Work Study/ Community Partnerships

Work study and community partnerships are components of other courses integrated into the teaching and experiential learning activities under the cooperative supervision of teacher–coordinators and employers.

Community partnerships included in the Integrated Occupational Program are addressed in the *Integrated Occupational Program Information Manual for Administrators, Counsellors and Teachers*, 1994.

Work Study

Work study education provides an opportunity for junior and senior high school students to apply the knowledge, skills and attitudes they have acquired in course work to real-life situations through a school–community partnership arrangement.

Work study includes experiential learning activities undertaken by a student:

- as an integral part of an approved school course or program
- under the cooperative supervision of the subject area teacher–coordinator and the employer.

It is recommended that junior high school work study take place between 8:30 AM and 4:30 PM, Monday through Friday.

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Community Partnerships

Community partnerships are based on the belief that educators can enhance student learning experiences by bringing the community into the school and by placing students out into the community.

Using the expertise, talent and resources of community-based service organizations and agencies, and of business, industry, citizen groups and parents, schools can enrich the educational experiences of students.

Students may be introduced to the concept of community partnerships through such activities as:

- inviting members of the community into the school as guest speakers or to give demonstrations
- involving community members in special events, such as career days or education week
- touring local businesses and industries
- sharing resources, such as films, videos, booklets, pamphlets, equipment or specialized laboratory facilities
- participating in programs, such as work study, job shadowing or mentorships
- participating in community service activities.

Physical Education

As an integral part of the well-balanced physical education program, activities should be selected to contribute to the attainment of the learner outcomes.

Exemptions Junior and Senior High Schools

In the following specified circumstances, however, exemptions may be warranted from one or more dimensions of the course.

Category	Conditions for Exemption	Procedures	Alternative Experiences
INDIVIDUAL	Religious beliefs	• Statement in writing from parent to principal.	• When exemption is granted, alternative activities consistent with the goals and objectives of the specific dimension should be substituted, where appropriate.
INDIVIDUAL	Medical	• Certification to principal by medical practitioner with statement of activities in which the student is not able to participate.	
CLASS, GRADE OR SCHOOL	Access to facilities	• Initiated by local school authority or parent. • Approved by local school authority.	

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Exemptions Senior High School

When a Grade 10 student is unable to meet the requirement for Physical Education 10 for medical reasons, every effort should be made to meet this requirement in Grade 11 or Grade 12.

Notice of a student's exemption from Physical Education 10 is to be reported by the principal, in writing, to the Educational Information Exchange, by April 30 in the year of the student's anticipated graduation.

Students exempted from the Physical Education 10 requirement are still to present the total number of credits required for graduation.

Home Education

The results for Physical Education 10, taken through a home education program, may be submitted to Alberta Education as a pass or as a fail.

Religious Studies

Religious studies may be offered at the discretion of the school board under section 33 of the *School Act*.

School authorities wishing to offer locally developed religious studies courses for credit . . . require Ministerial Authorization.

For further information, see the policy on *Locally Developed Religious Studies Courses* in the *Alberta Education Policy, Regulations and Forms Manual*.

Special Education

Alberta Education supports the education of students with special needs. "Students with special needs" are those students who require a different program or an adaptation or modification to a regular school program. Special education support is provided to help local school authorities and schools develop programs for students with disabilities or for gifted and talented students. Further information is provided in the *Alberta Education Policy, Regulations and Forms Manual*.

School jurisdictions are required to identify students with special needs, to develop and implement individual program plans (IPP) for those students and to evaluate their individual progress. Students with special needs taking curriculum courses for credit will be expected to meet those course

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requirements. **Where a student with a special need is unable to attend school for the required hours of instruction, the superintendent shall inform the Regional Office Branch of the reduction and the circumstances making the reduction necessary.**

For further information regarding special education programs, contact the Special Education Branch.

Program Information

The *Guide to Education for Students with Special Needs*, 1995, is available free from the Special Education Branch.

The Special Education Branch has developed a new core series for special education titled *Programming for Students with Special Needs*. This series replaces several 1982–1983 curriculum documents (guides).

The *Teacher Resources Catalogue* is available free from the Special Education Branch.

Special Projects Credits

Special projects credits are designed to recognize work undertaken by students on an individual or small group basis and should not be used as a means of offering credits for unapproved courses. Students may enroll in Special Projects 10, 20 or 30. Special Projects 20 and Special Projects 30 do not have prerequisites.

Purpose

Special projects credits perform two major functions:

- Students become involved in the selection, planning and organization of their own programs.
- Students pursue activities in which they have considerable interest or ability but which are not within the scope of the regular curriculum or the programs being offered in the school.

Procedures

Requirements for special projects credits are:

- **Each project shall be carried out under the supervision of a teacher.**
- **Students are required to submit a clearly planned proposal to the principal for approval.** The proposal should include:

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  - a description or outline of the project
  - the number of hours of work expected to complete the project
  - a method by which the project is to be carried out
  - a description of the expected result
  - the evaluation procedures as outlined by a teacher
  - an expected completion date
  - the name of the supervising teacher.
- **The principal shall retain a copy of each special project proposal until the project is completed.**
- **The opportunity to earn special projects credits shall be available to all students, including those attending an authorized summer school.**
- **The content of the special project need not be related to a specific school subject.**
- **If a special project is related to a specific school subject, the content of the project shall be distinct from and in addition to regular course requirements.**
- **Projects shall be completed and reported to the principal prior to the conclusion of the semester or full term.**
- **Where a project takes a student off campus, the provisions of the *Off-Campus Education* policy (see *Alberta Education Policy, Regulations and Forms Manual*) shall apply.**
- **Special projects credits may be applied toward the Alberta High School Diploma and, until 1997, toward the Advanced High School Diploma (as unspecified credits only), and to the General High School Diploma (as either specified or unspecified credits).**
- **Students who successfully complete projects are granted 3 credits for 75 hours of work or 5 credits for 125 hours of work in any one semester, or full term on the approval of the principal.**
- **School jurisdictions shall develop policies to ensure overall consistency and standardization of procedures governing special projects in their schools. Evaluation and reporting procedures should be included in the policy.**

Restrictions on special projects are:

- **Special projects credits shall not be awarded for student activities that would be considered a normal part of extracurricular or cocurricular activities generally offered by a school; e.g., school team sports, school newspaper, yearbook.**

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- **In instances where a student enrolls in more than one special project, credits shall not be approved unless the projects vary substantially from year to year or demonstrate increased levels of proficiency.**

Transfer Points (Recommended)

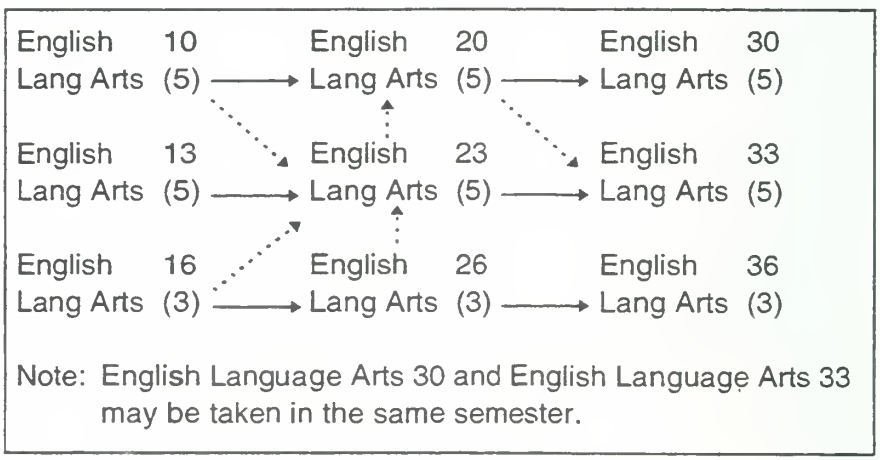
Provincially developed programs are designed to accommodate transfer between course sequences at particular points. Also see under Course Sequence Transfer, in the Awarding Course Credits section.

Special circumstances may warrant student transfer at other points in the curriculum; however, the recommended transfer points are as follows for:

- English Language Arts Program
- French as a Second Language Program
- Mathematics Program
- Science Program
- Social Studies Program
- IOP, Occupational Component to Industrial Education, Career Field.

The local school authority shall have a policy that states clearly the criteria to be met by a student who wishes to change program routes.

English Language Arts Program



Note: English Language Arts 30 and English Language Arts 33 may be taken in the same semester.

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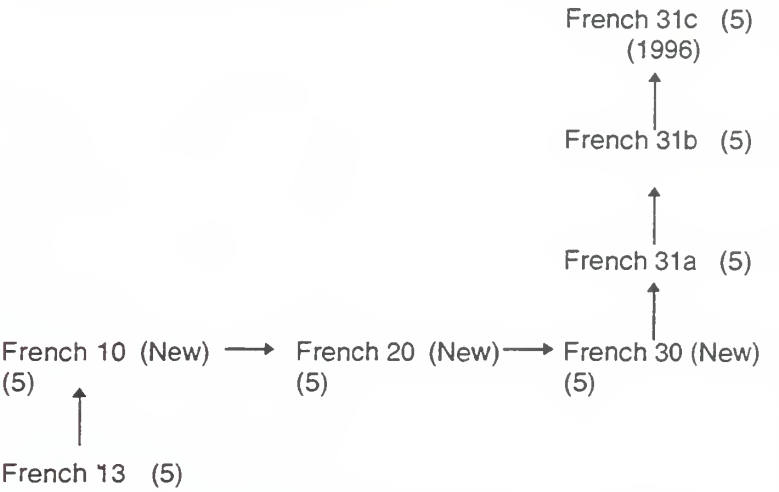
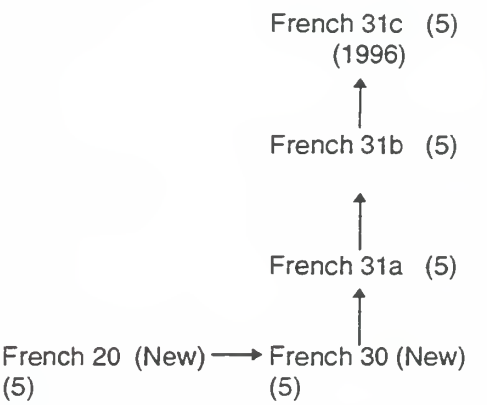
1. For Students Commencing French in Senior High School



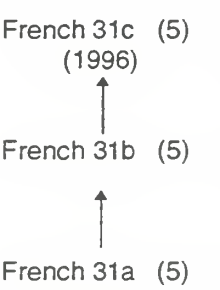
Note: The implementation year is indicated in parentheses.

2. For Students Who Have Completed the Beginning Level Prior to Grade 10



Note: The implementation year is indicated in parentheses.

3. For Students Who Have Completed the Beginning Level and the Intermediate Level Prior to Grade 10



Note: The implementation year is indicated in parentheses.

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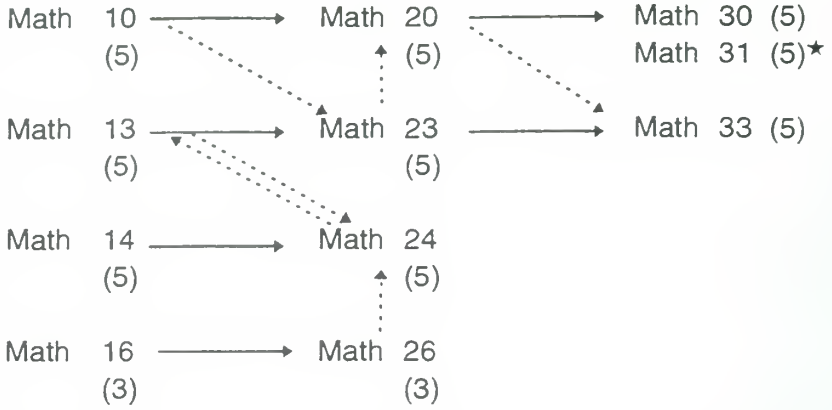
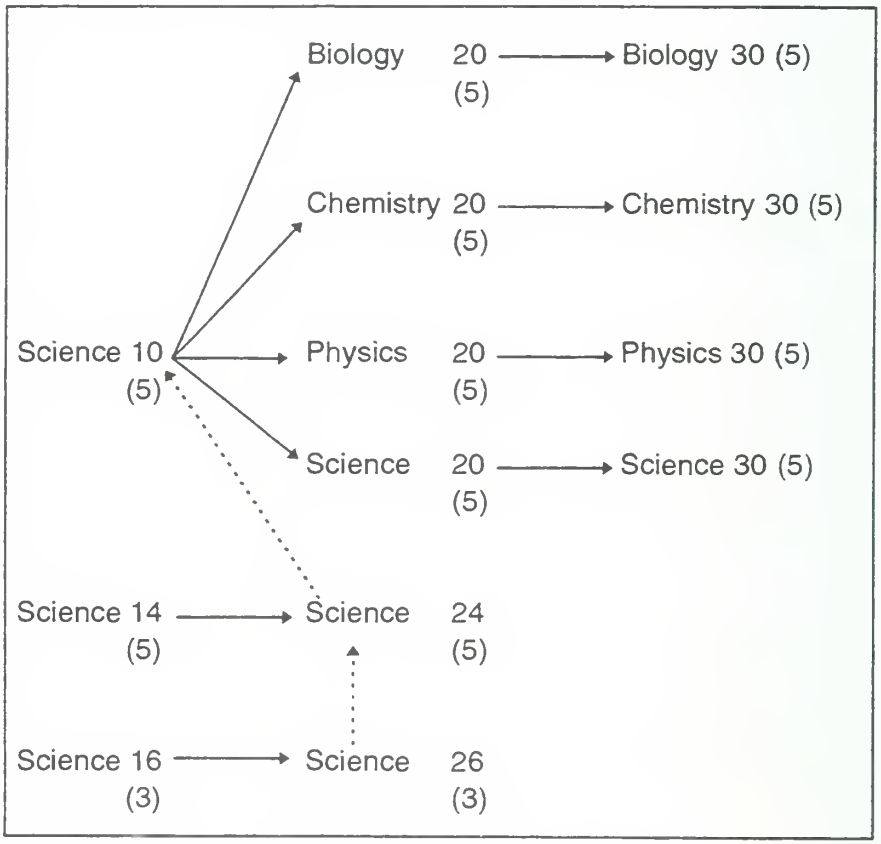
Mathematics Program



Note: Mathematics 30 and Mathematics 33 may be taken in the same semester.

★Mathematics 30 is the corequisite for Mathematics 31.

Science Program



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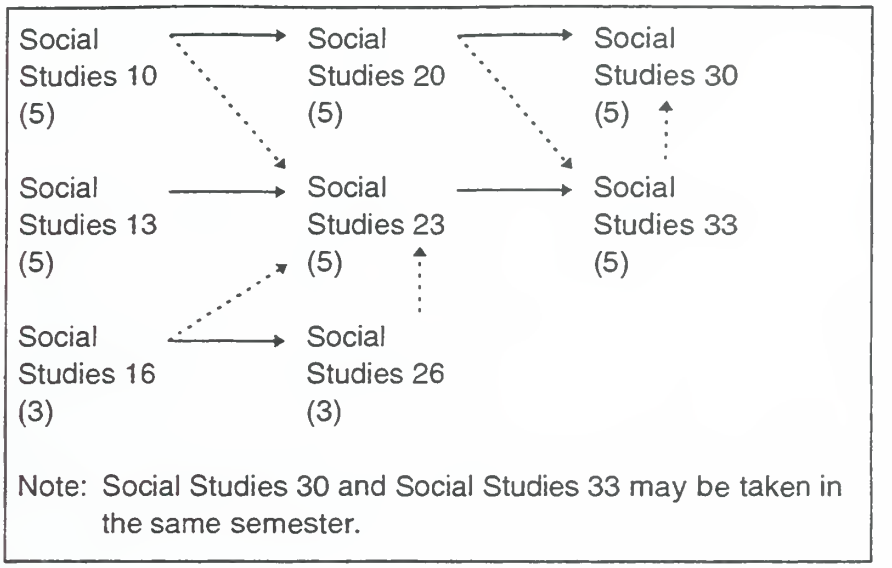
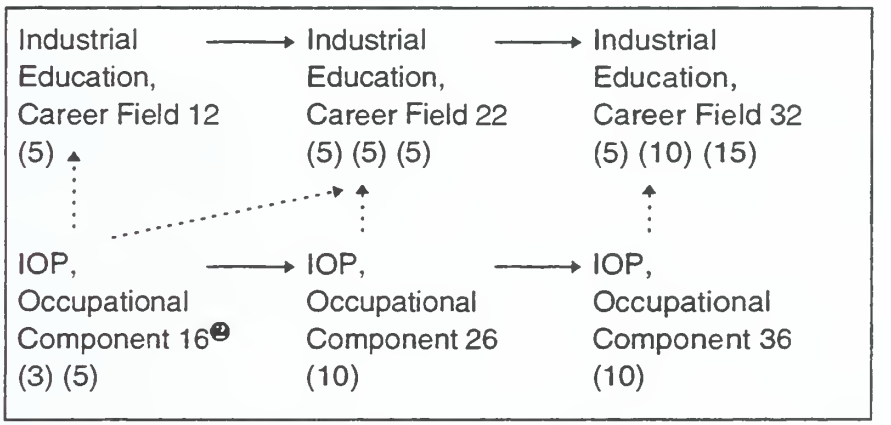
Social Studies Program



Note: Social Studies 30 and Social Studies 33 may be taken in the same semester.

IOP, Occupational Component[1] to Industrial Education, Career Field



[1] The relationship between IOP, Occupational Component and the career and technology studies modules is under review.

[2] Transfer from a 16-level occupational course directly to a 22-level industrial education course may be considered where there is course equivalency.

Administrators are referred to the Senior High School Graduation Requirements section in this document for further information regarding student transfer to the Alberta High School Diploma route.

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PROGRAM ADMINISTRATION: The *School Act*[1]

The *School Act*

The *School Act* sets out the legal parameters that govern the education of students in the province of Alberta. The management, operation and powers of school boards are outlined in the *Act*.

The *Act* gives the Minister the authority to set regulations in particular areas. Regulations provide specificity on matters for which there is regulation-making authority in the legislation. Regulations have the force and effect of law.

Provincial policies outline Alberta Education's position on significant educational issues.

Procedures specify how a policy is to be administered. They outline mandatory and discretionary activities, responsibilities and funding mechanisms.

The governance of education in Alberta is guided by the following principles:

- policies and procedures rather than rules will continue to be used for setting educational goals and directions
- the province will continue to provide consistent direction, while encouraging flexibility and discretion at the local school authority and school level by keeping policies and procedures to a minimum

[1] All references to the *School Act* are to the Statutes of Alberta 1988, Chapter S–3.1, as amended.

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- all Alberta Education's regulations, policies and procedures are to be consistent with the objectives and underlying principles of the *School Act*.

The *School Act* is available for purchase from Publication Services, Alberta Government.

Role of the School Council

Section 17 of the *School Act* states:

- **a school council shall be established in accordance with the regulations for each school operated by a board**
- **the majority of the members of a school council shall be parents of students enrolled in the school**
- **a board of a separate school district or a division made up only of separate school districts, by resolution, may require that the parents of students enrolled in a school operated by the board who are members of the school council must also be of the same faith as those who established the separate school districts, whether Protestant or Roman Catholic**
- **a school council may, at its discretion:**
  - **advise the principal and the board respecting any matter relating to the school**
  - **perform any duty or function delegated to it by the board in accordance with the delegation**
  - **consult with the principal so that the principal may ensure that students in the school have the opportunity to meet the standards of education set by the Minister**
  - **consult with the principal so that the principal may ensure that the fiscal management of the school is in accordance with the requirements of the board and the superintendent, and**
  - **do anything it is authorized under the regulations to do**
- **subject to the regulations, a school council may make and implement policies in the school that the council considers necessary to carry out its functions**

  These functions may include, but are not limited to, policies respecting:
  - the nature of the programs offered
  - the expenditure of money

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- the educational standards to be met by students, and
- the management of the school.

- **a school council may make by-laws governing its meetings and the conduct of its affairs**
- **subject to the regulations, a board may develop and implement policies respecting school councils**
  - **a board shall establish an appeal process or conflict resolution procedure under which the principal or the school council may apply respecting disputes on policies proposed or adopted for a school**
- **the Minister, on the request of the board, may dissolve a school council without notice at any time if the Minister is of the opinion that the school council is not carrying out its responsibilities in accordance with this *Act* and the regulations**
- **the Minister may make regulations:**
  - **respecting the election or appointment of the members of a school council and the term or other conditions of election or appointment and the dissolution of a school council**
  - **respecting the roles of the principal and the school council of a school and their respective powers, duties and responsibilities**
  - **respecting any other matter the Minister considers necessary respecting school councils**
  - **exempting a school or class of schools from the application of this section.**

Role of the Principal

Section 15 of the *School Act* states **a principal of a school must:**

- **provide instructional leadership in the school**
- **ensure that the instruction provided by the teachers employed in the school is consistent with the courses of study and education programs prescribed, approved or authorized pursuant to this *Act***
- **evaluate or provide for the evaluation of programs offered in the school**
- **ensure that students in the school have the opportunity to meet the standards of education set by the Minister**

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- direct the management of the school
- maintain order and discipline in the school and on the school grounds and during activities sponsored or approved by the board
- promote cooperation between the school and the community that it serves
- supervise the evaluation and advancement of students
- evaluate the teachers employed in the school
- subject to any applicable collective agreement and the principal's contract of employment, carry out those duties that are assigned to the principal by the board in accordance with the regulations and the requirements of the school council and the board.

Role of the Teacher

Section 13 of the *School Act* states **a teacher, while providing instruction or supervision, must:**

- provide instruction competently to students
- teach the courses of study and education programs that are prescribed, approved or authorized pursuant to this ***Act***
- promote goals and standards applicable to the provision of education adopted or approved pursuant to this ***Act***
- encourage and foster learning in students
- regularly evaluate students and periodically report the results of the evaluation to the students, the students' parents and the board
- maintain, under the direction of the principal, order and discipline among the students while they are in the school or on the school grounds and while they are attending or participating in activities sponsored or approved by the board
- subject to any applicable collective agreement and the teacher's contract of employment, carry out those duties that are assigned to the teacher by the principal or the board.

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Role of the Student

Section 7 of the *School Act* states **a student shall conduct himself so as to reasonably comply with the following code of conduct:**

- **be diligent in pursuing his studies**
- **attend school regularly and punctually**
- **cooperate fully with everyone authorized by the board to provide education programs and other services**
- **comply with the rules of the school**
- **account to his teachers for his conduct**
- **respect the rights of others.**

Student Attendance

Attendance at school is compulsory for eligible students who, **at September 1 in a year, [are] 6 years of age or older, and [are] younger than 16 years of age** [*School Act*, section 8(1)]. Section 44(3)(b) of the *School Act* allows local school authorities to make rules respecting the attendance of students at school. Section 7(b) sets out expectations for student conduct regarding attendance at school, and section 9 addresses enforcing school attendance.

Section 10 Attendance at School

The Attendance Board provides a means to enforce compulsory school attendance. Referral of matters regarding student attendance to the Attendance Board is governed by section 10 of the *School Act* **where:**

- **a student who is required to attend a school under section 8 does not attend school, and**
- **attempts to enforce school attendance under section 9 have, in the opinion of the board, not been effective,**

the board of which the student is a resident student or that operates or supervises the school in which the student is enrolled may refer the matter to the Attendance Board.

- **Where a student who is required to attend a school under section 8**
  - **is enrolled in a private school, and**
  - **does not regularly attend that private school,**

and the person responsible for the operation of that private school has made all reasonable efforts to ensure that the student attends school, the person responsible for the operation of that private school shall refer the matter to the Attendance Board.

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Section 110
Order of Attendance Board

Section 110 of the *School Act* states that on hearing a matter referred to it, the Attendance Board may order the parents and student to do a number of things, including directing the student to attend school or directing the parents of a student to send the student to school. An Order of the Attendance Board, when filed with the clerk of the Court of Queen's Bench, has the same force and effect as if the Order were an order of the Court of Queen's Bench.

Children may be exempted, by parental request, from two components of the health program: Theme V, Human Sexuality; and the Child Abuse Prevention Unit. Physical education exemptions are as outlined in this handbook.

For information on further exemptions by parental request, refer to section 8 of the *School Act*.

Suspension and Expulsion of Students

Principals and teachers should be aware of the relationship between the code of student conduct, section 7, and Suspension and Expulsion of Students, section 19 (1.1). Students and parents should also be provided with the information contained in these sections in order to familiarize themselves with what is acceptable for student conduct and the consequences, to both students and parents, should students fail to comply.

Section 19 of the *School Act* states:

- **In this section, "suspend" has the meaning given to it in the rules made by the applicable board.**

- **a student may be suspended or expelled:**
  - **if in the opinion of the teacher, the principal or the board, as the case may be, the conduct of the student does not comply with section 7, or**
  - **for any other reason the teacher, the principal or the board, as the case may be, considers appropriate**

- **a teacher may suspend a student from one class period**

- **a principal may suspend a student from:**
  - **one or more class periods**
  - **one or more courses or school programs**
  - **school, or**
  - **riding in a school bus**

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- **a principal may reinstate a student suspended by him or by a teacher**

- **when a principal suspends a student, the principal shall:**
  - **forthwith inform the student's parent of the suspension, and**
  - **report in writing to the student's parent all the circumstances respecting the suspension**

- **if a student is not to be reinstated within 5 school days from the date of his suspension, the principal shall:**
  - **forthwith inform the board of the suspension, and**
  - **report in writing to the board all the circumstances of the suspension together with the principal's recommendations**

- **on receiving a report from a principal . . . the board shall, within 10 school days from the first day of the suspension, reinstate or expel the student**

- **prior to a board's making a decision . . . the parent of the suspended student and the suspended student may make representations to the board with respect to the suspension**

- **a board may re-enroll a student who has been expelled**

- **if a student is expelled, the board shall notify immediately, in writing, the parent and, in the case of a student who is 16 years of age or older, the student of their right to request that the Minister review the matter.**

Expulsion cannot be used indefinitely to deny an eligible student access to an education program. When addressing suspensions or expulsions, administrators also need to consider the following sections of the *School Act.*

- section 3, the right of access to an education
- section 8(3)(c,d), excused from compulsory attendance
- section 28(1), the responsibility of a board to provide resident students with an education program.

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Alberta Education Policy, Regulations and Forms Manual

Policy Introduction

The *Alberta Education Policy, Regulations and Forms Manual* contains information that affects the operation of schools and has been developed for school boards and ECS private operators, for the following purposes:

- to communicate key policies of Alberta Education
- to provide direction to school boards and ECS private operators who wish to access provincial resources
- to provide school boards and ECS private operators with legislation, regulations, policies and procedures.

Schools operate under the jurisdiction of the local school authority. All actions undertaken by the principal, as referenced in this handbook, shall be in accordance with local school authority policy. Local policies and procedures shall be consistent with the requirements of Alberta Education.

The regulations and policies derive from the *School Act* and impart Alberta Education's philosophy. They provide direction to the educational system, support the rights of students and parents, and encourage flexibility at the local level.

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Ministerial Orders and Directives

Human Sexuality Education

The Human Sexuality Education bulletin outlines requirements and recommendations for the implementation of human sexuality education in Alberta schools. Human sexuality components of the Grade 4 to Grade 6 Health program, the Grade 7 to Grade 9 Health and Personal Life Skills program, and the senior high school Career and Life Management 20 course, are prescribed.

Procedures

- **Every school operated by a board shall provide human sexuality education to students in Grades 4 through 9, and in at least one senior high course required of all students.**
- **Human sexuality education shall be taught within the normal school day.**
- **Human sexuality education may be offered through different instructional strategies. The goals and objectives outlined in current programs (Health, Health and Personal Life Skills, Career and Life Management 20) for human sexuality education are prescribed, but they need not be offered exclusively through those courses. Many schools have developed very successful programs through family life or religion classes.**
- **Parents shall be advised prior to the start of human sexuality instruction of their right to exempt their child from this course component.**
- **Parent information nights to meet the teachers and ongoing chances for parents to review learning resources and teaching concepts are strongly recommended.**
- **Schools will provide alternative learning experiences for those students who have been exempted from human sexuality instruction by their parents.**

For additional information, contact the Curriculum Standards Branch.

HIV/AIDS in Educational Settings

The Information Bulletin on Acquired Immunodeficiency Syndrome in Educational Settings is intended to provide information and advice to school boards and regional health authorities in meeting their joint responsibility to provide educational programming to all eligible children and to protect the general public from communicable diseases.

Guidelines

HIV/AIDS is covered under the Communicable Diseases Regulation of the *Alberta Public Health Act* and there is no legal basis on which to prevent children infected with HIV from attending school.

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A mechanism for ongoing communication between school boards and regional health authorities should be established. School jurisdictions, with the assistance of local public health personnel, should develop policies consistent with provincial guidelines regarding HIV/AIDS and other infectious diseases. Such policies should be reviewed regularly by school boards and local health authorities, and regular communication should be maintained on all health matters.

For the complete text of the bulletin, consult the *Alberta Education Policy, Regulations and Forms Manual.* Additional information on HIV/AIDS or other health related matters is available from local health authorities located throughout the province.

Regulations Introduction

The following sections provide a synopsis of those regulations that are relevant to the operation of school programs. For the complete regulations, refer to the *Alberta Education Policy, Regulations and Forms Manual.* The sections of the *School Act* to which these regulations refer, and the regulation numbers, are noted.

Early Childhood Services

Section 24(3)
Alta. Reg. 35/89
Amended A.R. 391/93

This regulation sets out the requirements for the operation of early childhood services programs and includes information on safety standards, programs, policies, record keeping, financial reporting and insurance.

French Language Immersion

Section 6(2)
Alta. Reg. 36/89

This regulation allows a local school board to authorize a French language immersion program by passing a resolution and informing the Minister in writing.

This program is for students who wish to learn French as a second language. The program does not meet the full requirements of students whose parents have section 23 *Charter* rights.

Home Education

Section 23(3)
Alta. Reg. 283/94

This regulation replaces the former Home Education Program regulation. It recognizes a parent's right to choose a home education program, provided the program meets the requirements of the regulation and is under the supervision of a board or an accredited private school.

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The regulation provides parents with the following alternatives in regard to supervision. They may notify their resident board of their desire to educate their child at home, or they may contact a "willing nonresident board" or an accredited private school for supervision and notify their resident board.

Language of Instruction
Section 5(2)

This regulation, still under development, addresses the right to a French language education in accordance with section 23 of the *Canadian Charter of Rights and Freedoms.*

Languages Other than English or French
Section 6(2)
Alta. Reg. 38/89

This regulation allows a local school board to authorize, by resolution, a program that offers instruction in a language other than English or French, by informing the Minister in writing.

A board shall ensure that English is used as the language of instruction for not less than 50 per cent of each school day for each student or an equivalent amount of time in a semestered program.

A board may offer a third language course, provided that English is used for not less than 35 per cent of each day or an equivalent amount of time in a semestered program.

Section 74(2) of the *School Act* allows a school board to employ a competent individual to teach a language or culture under the supervision of a certificated teacher.

Practice Review of Teachers
Section 25(3)(a)
Section 75.1
Alta. Reg. 153/87
Amended A.R. 209/90
Amended A.R. 279/93

This regulation provides an orderly process by which complaints about the unskilled or incompetent teaching practices of a teacher can be investigated and acted upon. The regulation includes a process for initiating complaints and conducting investigations, hearings and appeals.

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Private Schools
Section 22(6)
Alta. Reg. 39/89

Section 22(1) and (2) set out the requirements for registered and accredited private schools.

The regulation addresses the application for registration and accreditation; the additional records to be kept by private schools; rules for discipline, suspension and expulsion; required notices; school policies; required insurance; and financial reporting provisions.

This regulation also requires private schools, among other obligations, to complete a School Program Plan form; keep student records; and make rules for discipline, suspension and expulsion.

Student Evaluation
Section 25(3)(c)
Alta. Reg. 40/89

This regulation describes how provincial tests, examinations or other methods of evaluating a student's achievement are conducted. It provides for a directive to be issued outlining Alberta Education's administrative and procedural requirements for evaluating students.

The regulation also covers: security of evaluation materials; student conduct resulting in eviction or invalidation, and related objection and appeal procedures; review of evaluation results and an appeal process; and ministerial use of evaluation results.

Student Record
Section 18(8)
Alta. Reg. 213/89
Amended A.R. 175/93

This regulation itemizes what the student record, established and maintained by the school board, shall and shall not contain, and states the length of time a record must be retained. It also deals with persons who have access to the record and what happens when a student transfers to another school.

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Instructional Delivery

Alberta Distance Learning Centre

The Alberta Distance Learning Centre (ADLC) can enhance local educational programs by providing instruction to students for whom classroom instruction cannot be provided in the subjects desired.

Registration and Fees

Students under 16 years of age who are attending a school operated by a school board must obtain the approval of the superintendent, principal or designate, before registering in Alberta Distance Learning Centre courses. Students age 16 and over who enroll directly in Alberta Distance Learning Centre courses are responsible for paying their own registration fees.

Registration fees for students who are directed to enroll in Alberta Distance Learning Centre courses are the school board's responsibility. This applies to students of all ages.

Students who are living in unorganized territories or who temporarily reside outside of Alberta may apply directly to the Alberta Distance Learning Centre. Alberta Education will assume the registration fees for Alberta students who are under 19 years of age and living in unorganized territories.

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Students younger than 19 years of age who are not enrolled in a school operated by a school board may enroll in Alberta Distance Learning Centre courses through home education. Students are advised to contact their resident school board or a willing non-resident board or an accredited private school about home education. Registration fees for these students are the supervising school board's or private school's responsibility.

Application forms are enclosed in the *Alberta Distance Learning Centre Grades 10–12 Classroom Handbook* and the *Alberta Distance Learning Centre: Grades 1–9, Elementary/Junior High Handbook* received by schools at the beginning of each school year. Additional application forms are available upon request.

Students who wish to register should complete an application form to be mailed to the Alberta Distance Learning Centre. Students may also register in person at the Alberta Distance Learning Centre in Barrhead or at the Edmonton Study Centre.

Further information about the services, registration procedures and fees is available from the Student Services Department, Alberta Distance Learning Centre.

Additional Local School Authority Responsibilities

The principal, counsellor, superintendent or designate should help the student select suitable courses, obtain the required textbooks and other materials, establish timetable periods for distance learning study and arrange for writing final tests.

Courses and Programs

The elementary and junior high school programs and courses offered are outlined in the annual *Alberta Distance Learning Centre: Grades 1–9, Elementary/Junior High Handbook.*

Elementary School

GRADE 1 TO GRADE 3

Language Arts
Mathematics
Social Studies/Science

GRADE 4 TO GRADE 6

Language Arts
Mathematics
Science
Social Studies

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Junior High School

GRADE 7 TO GRADE 9 CORE

Health and Personal Life Skills
Language Arts
Mathematics
Science
Social Studies

GRADE 7 TO GRADE 9 COMPLEMENTARY

Agriculture: Land and Life
Art
Environmental and Outdoor Education
Ethics
French as a Second Language
German as a Second Language
Ukrainian as a Second Language

Senior High School

A wide range of courses is offered in Grade 10 through Grade 12. Consult the *Alberta Distance Learning Centre: Grades 10–12, Classroom Handbook* published annually.

Further information about the services and course materials is available from the Student Services Department, Alberta Distance Learning Centre.

Home Education
[through the Alberta Distance Learning Centre]

Parents or guardians who wish to provide their children with a home education program, using Alberta Distance Learning Centre courses, are to do so under the supervision of their resident board, a willing nonresident board or an accredited private school. The supervising board or private school approving a home education program is responsible for the Alberta Distance Learning Centre fees for home education students. Alberta Education provides additional funding to the supervising board or private school for home education students who are using Alberta Distance Learning Centre courses.

Monitoring Student Progress

For students who are attending school but working from ADLC materials, the Alberta Distance Learning Centre will send monthly status reports on student progress to the principal.

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Student Learning Resources
[for Alberta Distance Learning Centre Courses]

The Alberta Distance Learning Centre sells textbooks to students registering for a course. Consult the *Alberta Distance Learning Centre: Grades 10–12, Classroom Handbook* for prices. Students attending a school may purchase the required textbooks from the Alberta Distance Learning Centre or borrow books from their local school authority.

Out-of-print textbooks, identified in the handbook by a double asterisk, may be borrowed by a student registered in a course, provided the student submits a refundable deposit.

The Distance Education Program involves a variety of nonprint materials that are integral to the program package, such as computer software, laboratory kits, audiotapes and videotapes. These resources are available to registered students from the Alberta Distance Learning Centre. Consult the *Alberta Distance Learning Centre: Grades 10–12, Classroom Handbook* and the Learning Resources Distributing Centre *Buyers Guide* or its electronic inquiry/ordering system for availability and cost of learning resources.

Some videotapes are available from the regional and urban film centres or from ACCESS: The Education Station, or schools can acquire software, filmstrips and videotapes directly from the supplier. In other instances, registered students obtain these learning resources as part of the distance education package.

Those who do not wish to register with the Alberta Distance Learning Centre, but wish to purchase some of their materials, may do so by mail, from the Learning Resources Distributing Centre.

Further information about the services and course materials is available from the Student Services Department, Alberta Distance Learning Centre.

Distance Education Technology

Alberta Education encourages the use of technology to facilitate access to equitable educational opportunities for all students, regardless of location. Through the use of distance education technologies; e.g., facsimile, telephone and audio conferencing, computers and instructional television/videos, students in small schools have access to many of the same courses as urban students in large schools.

Inquiries in regard to distance education programs should be directed to the Alberta Distance Learning Centre. Inquiries for material should be directed to the Learning Resources Distributing Centre.

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Educational Information Exchange

The Educational Information Exchange (EIE) collects, maintains and distributes basic data on all Alberta students, ECS to Grade 12. Student registration data is collected twice each year on September 30 and March 1. For further information, contact the Educational Information Exchange.

Native Education

Native people throughout the province have indicated that they want their children to complete regular school requirements and achieve the same standards set for all students.

To support the learning of Native students, schools are encouraged to use learning resources that give attention to Native heritage perspectives. Basic and other classroom resources (print and video), as well as a teacher resource catalogue and Native language programs, have been developed by the Native Education Project.

Alberta Education's policy on Native education states that all students in Alberta should understand and be aware of Native cultures, lifestyles and heritage. Native issues and culture may be explored in social studies, art, drama, science and other areas of the curriculum. Students, teachers and administrators may also explore Native issues in Alberta through a locally developed and/or authorized Native studies course. *Native Education in Alberta's Schools: Policy Statement on Native Education in Alberta*, 1987, is available free from the Native Education Project.

Both provincially authorized and locally authorized Blackfoot and Cree language and culture courses are offered in the province. More information on these courses is available from the Curriculum Standards Branch.

For further information, refer to the *Alberta Education Policy, Regulations and Forms Manual.*

School Library Program

Students in Alberta schools should have access to an effective school library program that is integrated with instructional programs. Such programs improve student opportunities for achieving a basic education as outlined in the Mission, Mandate, Principles and Beliefs section of this handbook.

In an integrated school library program, the services and activities are not peripheral or supplementary to the school's instructional program; they are an essential and dynamic part of it. The integrated library program widens, deepens and personalizes learning by involving students in the planned and purposeful use of resources. The resources are designed to

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help students expand their ability to find, generate, evaluate and apply information. These information skills will, in turn, prepare students to function effectively as individuals and as full participants in society.

Student learning experiences should integrate information retrieval and research skills. These skills are best learned within the curriculum. To promote integration, opportunities for cooperative planning between teachers and teacher–librarians should be provided.

An integrated school library program attends not only to its formal instructional role, but also to its function as a centre for informal learning. As a resource centre, the school library should be a place where students can pursue their individual educational interests.

For additional information, refer to *Focus on Learning: An Integrated Program Model for Alberta School Libraries*, 1985; *Focus on Research: A Guide to Developing Students' Research Skills*, 1990; and the *Alberta Education Policy, Regulations and Forms Manual*.

Use of Human Tissue and Fluid in Educational Programs

Alberta Education firmly believes that the safety and well-being of students, teachers and other school staff must be a first consideration in the selection of materials for study. Therefore, all activities involving the extraction and analysis of samples of human fluid or tissue are prohibited in Alberta schools. Information regarding this topic is provided in *Clarification of Statements Prohibiting the Use of Human Body Substances in the Alberta Science Curriculum*, 1988.

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Student Achievement ECS to Grade 9

Purpose of Assessment

A comprehensive assessment program provides relevant data for all important educational decisions related to learning, instruction, program improvement and public accountability.

The assessment of student progress in relation to the expectations outlined in the programs of study is important for the following reasons.

- The information on student progress is essential so that teachers can change or refine instructional plans to ensure learning activities are appropriate for all students.
- The information is required for reporting student progress clearly to students, parents and others.
- The information is used in decisions regarding student placement.
- The information is required for evaluations of program effectiveness and for revision of programs to improve student learning.

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Assessment as a Guide for Learning and Instruction

The assessment of student progress serves as a guide for learning and instruction. Knowledge about each student's current level of achievement is essential for matching learning activities to learning needs.

This information should be collected in a variety of ways to provide feedback that is useful to student and teacher alike. To be most useful, the assessment process should have the following characteristics.

- It should be part of instruction, with the methods and instruments varied, and done in a variety of contexts.
- It should be an ongoing process rather than a set of isolated events.
- It should focus on a broad range of abilities, reflecting multiple dimensions of skill development.
- The measures should be appropriate to the children's development and cultural background.
- It should be constructive. It should focus on what the children can do, and not on what they cannot do. It looks for children's strengths and through that encourages further learning by creating a positive atmosphere and positive self-images.
- It should involve children in their own assessment. This gives them responsibility for their own learning and fosters lifelong learning.

Diagnostic Approaches

The terms diagnostic instruction and diagnostic teaching cycle are often used to refer to instruction that is closely linked to assessment. Diagnostic instruction provides a means to ensure that learning difficulties are recognized early and that students receive the help they need. It also provides a means of confirming student learning so that more challenging activities can be provided as students become ready.

Diagnostic approaches to instruction are especially useful in the key areas of language arts and mathematics. To assist teachers in applying diagnostic techniques to these program areas, Alberta Education has developed the following service materials.

- *Diagnostic Reading Program* (Grade 1 to Grade 6)
  Resource materials include assessment instruments and descriptions of evaluation and instructional strategies.

- *Diagnostic Mathematics Program* (Grade 1 to Grade 6)
  Resource materials provide guidance in the use of manipulatives, individual interviews and small group activities. The activities serve as a basis for both evaluation and instruction.

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- *Evaluating Students' Learning and Communication Processes* (Grade 7 to Grade 10)
  Resource materials provide a strategy for evaluating student skills in six communication processes: exploring, narrating, imagining, empathizing, abstracting and monitoring. To demonstrate these processes, diagnostic teaching units have been developed in language arts (Grade 7), social studies (Grade 7, Grade 8 and Grade 9), and science (Grade 7 and Science 14).

Assessment as the Basis for Communicating Individual Student Achievement[1]

When students are placed in age appropriate groups for instruction, parents can become confused about the distinction between the grade in which their child is placed (the instructional group) and the grade level of the various subject areas at which their child is actually working; e.g., the child is placed in a Grade 4 class but is working at approximately the Grade 3 level in language arts. Where such confusion exists, parents can misinterpret information regarding their child's progress. They may think that indications of satisfactory progress are made with reference to the instructional group the child is in rather than to the actual grade level at which the child is working. The policy on Assessment as the Basis for Communicating Individual Student Achievement is intended to reduce this type of confusion and to support the professional responsibilities of teachers to provide clear communication in describing student progress.

Teachers shall ensure that parents are fully informed about:

- **what their child knows and can do in the programs she or he is studying**
- **how well their child is doing in those programs**
- **the grade level(s) the child has achieved in relation to the grade levels of the provincial programs of study for language arts, mathematics, science and social studies.**

The policy does not restrict the communicating of achievement to written reports, nor does it require schools to use a particular type of instructional grouping or placement policy.

[1] This also applies to students on home education programs.

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Teachers should communicate the grade levels at which they judge a student to be working, in at least the four specified subject areas of the curriculum. The basis for their professional judgement in these matters also needs to be clear so that parents can readily understand how student learning has been assessed.

Principals determine how to implement this policy, in consultation with teachers, parents and school councils and in a manner consistent with any related school jurisdiction policies. The communication can take place in a wide variety of ways, including parent–teacher conferences, assessment portfolios, report cards or student work samples. An individual program plan (IPP) is a method often used by teachers when there is a large gap of several grades between a student's level of achievement and that student's grade placement. Whatever methods are chosen for implementing this policy, often face-to-face methods are the most successful for achieving clear and open communications.

All of the assessment information should be shared, not only with parents, but also with students when it is in the students' best interest to do so. Communicating with students about their levels of achievement is particularly important when students are planning their future courses and making program choices.

To assist teachers in assessing student achievement in relation to provincial standards, Alberta Education has developed classroom assessment materials for teachers' discretionary use in language arts, mathematics, science and social studies in Grades 1, 2, 4, 5, 7 and 8. These materials are available for purchase from the Learning Resources Distributing Centre.

Assessment for Program Evaluation

In addition to providing the basis for evaluating individual student progress, the standards of the curriculum provide a framework for evaluating program effectiveness. The collective gain of students along each strand of the program can signal the degree of effectiveness of the learning activities, learning resources and instructional approaches being used.

Schools need to use a variety of tools for gathering data useful in program evaluation. The provincial Achievement Testing Program can provide some useful information regarding student achievement.

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Provincial Achievement Testing Program

The provincial Achievement Testing Program provides Alberta Education, local school authorities, schools and the public with information significant at the provincial and local levels about what students know and can do in relation to provincial standards. Annual assessments are conducted at Grade 3, Grade 6 and Grade 9. The results are reported to schools and jurisdictions near the end of August to assist school staff in planning instructional programs.

At Grade 3, assessments are in English language arts and mathematics. Both English and French versions are available for mathematics.

At Grade 6 and Grade 9, the assessments are in English language arts, French language arts, mathematics, science and social studies. French translations of the mathematics, science and social studies tests are available.

The schedule for administering achievement tests is communicated to schools in the fall of each year. It allows for some flexibility in determining testing times locally.

For further information on provincial achievement testing, refer to the following bulletins, which are sent to all schools and are available free from the Student Evaluation Branch:

- *Information Bulletin* for each test in Grade 3, Grade 6 and Grade 9
- *Achievement Testing Program, General Information Bulletin* for test administration
- *Parent Guide to Provincial Achievement Testing* for Grade 3, Grade 6 and Grade 9.

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Senior High School Graduation Requirements

Introduction

Students who entered Grade 10 in the 1994–1995 school year, and who enter Grade 10 in subsequent school years, are eligible to receive only the Alberta High School Diploma, the High School Equivalency Diploma or the Certificate of Achievement upon completion of graduation requirements.

Until the end of the 1996–1997 school year, Alberta Education will continue to issue four types of high school diplomas, plus a certificate: the new Alberta High School Diploma, the General High School Diploma, the Advanced High School Diploma, the High School Equivalency Diploma, plus the Certificate of Achievement for students enrolled in the Integrated Occupational Program.

The General High School Diploma and the Advanced High School Diploma are to be phased out by August 1997. These diplomas are available only to those students who entered Grade 10 prior to the 1994–1995 school year. Students who qualify for an Advanced High School Diploma may also receive an Award of Excellence.

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The diplomas and certificate certify that the holder has successfully completed a prescribed program of instruction. However, possession of an Alberta high school diploma or certificate does not necessarily guarantee admission to a post-secondary institution. Students should be advised to check the calendars of post-secondary institutions for admission requirements.

The graduation requirements for students who entered Grade 10 in the 1989–1990 school year through to the 1993–1994 school year, can be found in Appendix 5.

The Alberta High School Diploma graduation requirements follow in this section.

The Certificate of Achievement requirements, outlining the specific eligible courses and credits required to achieve the certificate, follow in this section.

The High School Equivalency Diploma requirements can be found in the Special Provisions section of this handbook.

Credit Requirements for Graduation

Students in any diploma route may wish to obtain credits in diploma examination courses other than those required for graduation. To obtain credits in these courses, **students shall write the appropriate diploma examination** regardless of which graduation credential they wish to receive.

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Alberta High School Diploma Graduation Requirements

For Students Who Entered Grade 10 in the 1994–1995 and Subsequent School Years

Students who entered Grade 10 in the 1994–1995 school year, and who enter Grade 10 in subsequent school years, are eligible to receive only the Alberta High School Diploma upon completion of the following graduation requirements. For additional details, consult the information booklet *Alberta High School Graduation Requirements*, April 1993, available free from the Curriculum Standards Branch.

To attain an Alberta High School Diploma, a student must:

- **earn a minimum of 100 credits**
- **complete and meet the standards of the following courses:**
  - **English Language Arts 30 or 33 or Français 30 or 33[1]**
  - **Social Studies 30 or 33**
  - **Mathematics 20 or 23 or 24[2]**
  - **Science 20 or 24 or Biology 20 or Chemistry 20 or Physics 20[3]**

  Note: Successful completion of a diploma examination is required for English Language Arts 30 or 33 or Français 30 and Social Studies 30 or 33.

  Note: For those taking Mathematics 30, Mathematics 33 and 30-level science courses, successful completion of a diploma examination is required. However, successful completion of these courses is not a condition of Alberta High School Diploma graduation requirements.
- **complete and meet the standards of the following:**
  - **Physical Education 10 (3 credits)**
  - **Career and Life Management (CALM) 20 (3 credits)**
  - **10 credits, in any combination, from:**
    - **career and technology studies (CTS)**
      OR
    - **fine arts or second languages[1]**
      OR
    - **locally developed/acquired and authorized courses in CTS, fine arts or second languages**
- **earn, in addition to English Language Arts 30 or 33 and Social Studies 30 or 33[1]:**
  - **10 credits in any 30-level courses, including:**
    - **locally developed/acquired and authorized courses**
    - **6000 series courses (advanced level) in career and technology studies**
    - **35-level work experience**

[1] Students in francophone programs may present Français 30 or 33 to meet their language arts diploma requirement. However, they must also present English Language Arts 30 or 33. These students can use English Language Arts 10–20–30 or 13–23–33 to fulfill the 10-credit diploma requirement from any combination of courses in the areas of second languages, career and technology studies (CTS), fine arts or locally developed/acquired and authorized courses.

[2] The mathematics requirement—Mathematics 20 or 23 or 24—may also be met with any 10-credit combination of mathematics courses that includes either Mathematics 13 or Mathematics 10; e.g., Mathematics 10 and Mathematics 14.

[3] The science requirement—Science 20 or 24 or Biology 20 or Chemistry 20 or Physics 20—may also be met with any 10-credit combination of science courses that includes Science 10; e.g., Science 10 and Science 14. Agriculture 10–20–30 cannot be used to meet the science requirement.

[1] IOP students who wish to transfer to an Alberta High School Diploma route after completing a Certificate of Achievement must meet the requirements outlined in the box above. One 36-level course (10 credits) from any occupational cluster is acceptable for students transferring from the Integrated Occupational Program to the Alberta High School Diploma Program in order to meet the 10-credit requirement in any 30-level courses.

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Certificate of Achievement

To qualify for a Certificate of Achievement, Integrated Occupational Program students must earn a minimum of 80 credits, 67 of which are to be specified credits as follows:

Subject	Minimum Credits	Minimum Course(s)	Eligible Courses and Credits[1]
English Language Arts[2]	9	3	Eng Lang Arts 16(3) 26(3) 36(3) OR Eng Lang Arts 16(3) 26(3) 23(5) OR Eng Lang Arts 16(3) 23(5)
Social Studies	6	2	Social Studies 16(3) 26(3) OR Social Studies 13(5) OR Social Studies 16(3) 23(5)
Mathematics	3	1	Mathematics 16(3) OR Mathematics 14(5)
Science	3	1	Science 16(3) OR Science 14(5)
Physical Education	3	1	Physical Education 10(3,4,5)
Career and Life Management	3	1	CALM 20(3,4,5)
Core Courses	27[3]		
Courses selected from the Occupational Clusters[4] • Agribusiness • Business and Office Operations • Construction and Fabrication • Creative Arts • Natural Resources • Personal and Public Services • Tourism and Hospitality • Transportation	40	2 2 1	Occupational Courses 16 level – recommended minimum of 10 credits 26 level – recommended minimum of 20 credits 36 level – required minimum of 10 credits
	67 Specified Credits[3]		13 Unspecified Credits[3]

[1] Credits are indicated in parentheses.

[2] To be considered for a Certificate of Achievement, a student must successfully complete the English requirements.

[3] Minimum credits may vary depending upon the Eligible Courses and Credits options chosen.

[4] One 36-level course (10 credits) from any occupational cluster is acceptable for students transferring from the Integrated Occupational Program to the Alberta High School Diploma Program in order to meet the 10-credit requirement in any 30-level courses.

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Student Placement and Promotion

Placements and Promotions

Promotion of students from one grade to another is determined by the school principal, subject to policies of the local school authority and to provisions in this handbook.

Placement of students within senior high school is determined by the principal of the senior high school, subject to the policies of the local school authority and to the provisions in this handbook.

Grade 10 Students

For the purpose of determining a student's graduation requirements, the following will apply: upon promotion from Grade 9, and subsequent placement in Grade 10 in the next school year, the student's Grade 10 year is the school year in which the student receives the first mark (between 0% and 100%) in a senior high school course, as reported to Alberta Education, or the student was registered, prior to the 1994–1995 school year, in the noncredit English as a Second Language 10a course. As of the 1994–1995 school year, English as a Second Language 10a became a 5-credit course. Also see under Special Provisions, for information regarding mature students who entered senior high school in, or before, the 1983–1984 school year.

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Senior High School Courses and Credits for Junior High School Students

Secondary education programs recognize and accommodate the wide range of developmental needs and abilities that exists among students.

The opportunity to take senior high school courses for diploma credits during a junior high school's regular instructional day may be offered as a privilege to an eligible student, as identified by the principal of a junior high school.

An eligible student is one who, in the opinion of the junior high school principal, has satisfied the general and specific learner expectations of each core course of the junior high school program to the extent of his or her estimated potential, has achieved acceptably in all enrolled complementary courses, and who shows special interest and signs of high potential in subject areas that are part of a senior high school graduation program.

A student may be offered an opportunity to take one or more senior high school courses at the junior high school or by attending a senior high school part time.

The privilege to enroll in a senior high school course(s) is at the discretion of the junior high school principal. A decision to extend this privilege to a student follows appropriate consultation with and approval of a parent or guardian and the senior high school principal.

The opportunity to access advanced level instruction applies to those course sequences that are continuous with junior high school programs and that extend beyond the challenges of Grade 9 courses.

The following are examples of course sequences that meet this critera:

- English Language Arts 10–20–30
- Français 10–20–30
- French Language Arts 10–20–30
- French as a Second Language 31a–31b–31c
- Mathematics 10–20–30
- Science 10–20–30
- Social Studies 10–20–30.

Where senior high school courses are offered at the junior high school level, the planning for such courses should be based on collaboration between the junior high school and the receiving senior high school. Junior high school teachers challenging students with senior high school courses should consult with senior high school teachers to establish procedures that ensure consistency in implementing course outcomes and assessment standards.

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Schools offering senior high school courses to junior high school students shall ensure that the approved programs of study for the senior high school courses are followed.

A junior high school student receives credits and marks for successfully completed senior high school courses. Upon promotion to Grade 10, the junior high school principal forwards the student's final marks to the principal of the receiving senior high school and concurrently to the Educational Information Exchange.

Exceptions

Course sequences excluded under this provision include French 13 and the "new" courses in French 10, 20 and 30. Courses from industrial education, business education, home economics and career and technology studies (CTS) are also excluded under this provision. However, junior high school students taking CTS modules will be recommended for credits, by the junior high school principal, upon entering senior high school. Also see the section on Senior High School Credits for Modules Completed in Junior High School.

Senior High School Credits for Post-secondary Courses

Post-secondary courses, taken at an institution either inside or outside Alberta, are not equated to credits for the Alberta High School Diploma, the General High School Diploma or the Advanced High School Diploma but may be evaluated for and applied toward the High School Equivalency Diploma.

Registration of Senior High School Students

In September and February of each school year, the Educational Information Exchange will provide the appropriate registration documents to each senior high school offering credit programs.

Evaluation of Out-of-province Educational Documents

Students entering an Alberta senior high school from outside Alberta should submit transcripts, or other official statements of previous standing, to the school they plan to attend. The principal is to evaluate these documents in relation to approved high school courses or designate unassigned credits. The principal will determine which year the student entered Grade 10. This assessment is to be based on the number of credits assigned and should take into consideration the best interests of the student. It establishes the specific requirements needed to obtain a high school diploma, as outlined in the Senior High School Graduation Requirements section.

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The *Secondary Education in Canada: A Student Transfer Guide*, 6th Edition, 1991, authored by the Council of Ministers of Education, Canada, is designed to assist in the placement of students.

A list of reference materials, which may be purchased by schools, is available to assist principals in the evaluation of out-of-country documentation. Contact the Teacher Certification and Development Branch for information on publication names and addresses. Their evaluation staff can assist those principals who, following a review of the reference materials, require consultation.

An Alberta high school diploma is not to be issued solely on the basis of the evaluation of out-of-Alberta credentials. A student in this category who wishes to obtain an Alberta high school diploma is required to complete a minimum of 5 approved credits as prescribed by a school principal.

The required credits are to be completed in one or more of the subject areas specified under the diploma requirements, exclusive of physical education, and at a level equal to that of the highest Alberta course equivalent granted through credential evaluation.

A copy of the completed evaluation shall be forwarded to the Educational Information Exchange, for recording purposes. These evaluation forms may be obtained from Student Records, Educational Information Exchange.

In the case of a dispute over the number of high school credits to be awarded, which cannot be resolved at the level of the local school authority, the student has the right to appeal to the Special Cases Committee. This committee, which is the final procedural level in the appeal process, deals with all matters requiring the interpretation and application of policy relative to individual students.

Students planning to enter directly into a post-secondary institution in Alberta should submit their out-of-province documents to the post-secondary institution of their choice. There are no appeal procedures to Alberta Education in these instances.

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A high school principal may appeal to the Special Cases Committee for special consideration on behalf of Canadian unilingual francophone students who enter the Alberta school system in their graduating year. For these students, the principal may recommend that Français 30 or 33 be accepted in lieu of English Language Arts 30 or 33 for Alberta High School Diploma, General High School Diploma or Advanced High School Diploma purposes.

The Special Cases Committee may be contacted by writing to the Executive Secretary, Special Cases Committee.

Visiting or Exchange Students

Visiting or exchange students from another province or country, who wish to complete a course for credit, should be registered with the Educational Information Exchange.

Any formal statement of academic achievement required by the school of origin would be issued by Alberta Education and would reflect only the courses the student actually completed in an Alberta school.

Visiting or exchange students seeking Alberta high school credits in a diploma examination course must write a diploma examination on the same terms as any Alberta student.

The English Language Arts 30 and English Language Arts 33 diploma examinations must be written in English and the Français 30 diploma examination must be written in French. The diploma examinations in Social Studies 30, Social Studies 33, Mathematics 30, Mathematics 33, Biology 30, Chemistry 30, Physics 30 and Science 30 must be written in either English or French.

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Student Achievement in Senior High School Subjects

Introduction

A regulation governing the evaluation of students has been developed under section 25(3)(c) of the *School Act.* The regulation is summarized under Student Evaluation in the *Alberta Education Policy, Regulations and Forms Manual* section of this handbook. For specific details, refer to the manual itself.

The provincial student evaluation policy states that **each local school authority shall develop and implement a student evaluation policy.**

The current editions of the *General Information Bulletin: Diploma Examinations Program* and the *Annual Report: Diploma Examinations Program* can be consulted for an extensive discussion of student evaluation.

To assist teachers in assessing student achievement in relation to provincial standards, Alberta Education has developed classroom assessment materials for teachers' discretionary use in language arts, mathematics, science and social studies in Grades 10 and 11. These materials are available for purchase from the Learning Resources Distributing Centre.

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Reporting Student Achievement in Senior High School Subjects

Alberta Education maintains an individual student record for every Alberta student. The record for a high school student is used to provide a complete and accurate reflection of the student's high school achievement, inclusive of courses reported as pass or fail.

Alberta Education records a course as completed, except for career and technology studies, if a mark of 0% to 100% is awarded and reported. Marks in CTS are recorded for modules where a student achieves a mark of 50% or greater. Achievement in all completed high school credit courses is to be reported to the Educational Information Exchange.

All school-awarded marks, 0% to 100%, shall be reported to the Educational Information Exchange in either diploma examination courses or nondiploma examination courses.

Marks shall be reported through the Non-diploma Examination Courses Form, Course Information Form, Diploma Examination School Marks Checklists, or by electronic transfer for approved users.

Schools or school boards wishing to adopt electronic reporting should contact the Educational Information Exchange.

Only one mark per course in any one semester will be accepted and added to a student's record. Consequently, principals and/or students must withdraw duplicate or multiple registrations in the same semester (reporting period) prior to the timelines established for marks reporting.

Once reported to Alberta Education, final marks in all completed courses, whether the course is passed or failed, shall not subsequently be deleted from the student's record. In those instances where a principal discovers an error has been made in reporting a course, credits or mark, the Educational Information Exchange will adjust the student's record upon receipt of written notification from the principal of the school in which the error occurred.

School-awarded marks in diploma examination courses shall be reported by the first day of the diploma examination schedule.

School-awarded marks in all nondiploma examination courses shall be reported using the Non-diploma Examination Courses Form, Course Information Form, or by electronic transfer, no later than two weeks following the completion of the respective diploma examination session or as otherwise specified by the Educational Information Exchange. For each course, the school will identify the course code, credits earned, semester, grading and language of instruction, if other than English. Schools will receive additional instructions, as required, throughout the year.

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Reporting CTS Modules

Schools using electronic transfer are to report all marks in CTS courses to the Educational Information Exchange (EIE) except those marks of 0% to 24%. Failed CTS modules, those with a mark of 25% to 49% inclusive, are to be combined with other failed modules, where possible, and reported to the EIE who will advise the School Finance Branch for funding purposes. Failed modules will not appear on student records, nor will failed modules appear on student transcripts. Schools not yet using electronic data transfer should continue to report failed modules to the School Finance Branch. Challenged CTS modules are to be reported to the School Finance Branch as well as sending the mark to the EIE. Also see Appendix 7.

Grade 12 Validation Statement

Alberta Education attempts to confirm the accuracy of each student's high school record by issuing to each Grade 12 student, in the late fall of their Grade 12 year, a Student Record Validation Statement. This validation statement is produced from the Alberta Education student record. The statement shows the student's complete high school achievement record, at the time of issuance, and lists all courses completed, passed or failed. Principals are asked to confirm the accuracy of this record. **Any change in course information shall be authorized by the principal of the school in which the courses were completed. All forms are to be returned to the Educational Information Exchange within the time specified.**

Grade 12 Exemptions for Transfer-in Students

Out-of-province Grade 12 students who transfer into Alberta schools at the beginning of, or any time during, the school year should be exempted from Career and Life Management 20 and Physical Education 10. These students are still required to achieve the necessary minimum requirement of 100 credits to earn a high school diploma.

For the purpose of this exemption, a Grade 12 student is defined as one who is to graduate in the school year the student transfers into an Alberta school.

Notice of a student's exemption is to be reported by the principal, in writing, to the Educational Information Exchange, by April 30 prior to the student's anticipated graduation date.

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Grade 12 Diploma Examinations Program

Students are required to write diploma examinations in the following courses:

Biology 30
Chemistry 30
English Language Arts 30
English Language Arts 33
Français 30
Mathematics 30
Mathematics 33
Physics 30
Science 30
Social Studies 30
Social Studies 33

To obtain credit in a diploma examination course, students must write the appropriate diploma examination and obtain a final blended mark of 50% or higher, unless they have been exempted from writing the examination by the Director, Student Evaluation Branch. The final blended mark is the average of the school-awarded mark and the diploma examination mark. Diploma examinations are available in the French language for all diploma examination courses, except for English Language Arts 30 and English Language Arts 33. Students may elect to write either the French or English language version of the respective examination.

The diploma examinations program consists of course-specific examinations based on the *Program of Studies: Senior High Schools*. Administrators should refer to the annual publication *General Information Bulletin: Diploma Examinations Program* for complete information.

January and June Diploma Examinations

Examinations are written at all high schools offering the diploma examination courses. All students currently enrolled in diploma examination courses are to be registered for the examinations with the Educational Information Exchange by their high school principal.

Students not currently enrolled in a diploma examination course, but eligible to write, must register with the Student Evaluation Branch. Registration is achieved by completing a diploma examination application available through high school principals and the Regional Office Branch. The application form is to be forwarded to the Student Evaluation Branch by the due date, as published in the *General Information Bulletin: Diploma Examinations Program*.

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August Diploma Examinations

August diploma examinations are written only at a number of selected centres throughout the province.

For the August administration only, students complete applications at the time of writing an examination.

Special writing centres outside Alberta are not authorized for the August diploma examination session.

November 1996 and April 1997 Diploma Examinations

Four more diploma examinations are being offered by Alberta Education: two in November 1996, English 30 and Mathematics 30; and two in April 1997, Biology 30 and Social Studies 30.

These diploma examinations are written only in designated writing centres throughout the province, and students are required to preregister with the Student Evaluation Branch.

Grade 12 Diploma Examinations Schedules

For information on diploma examinations schedules, consult the *General Information Bulletin: Diploma Examinations Program*, available from the Student Evaluation Branch.

Eligibility to Write

- Students currently enrolled in a diploma examination course are required to write the diploma examination in that course before credits are awarded.
- Students who have been previously awarded credit for the course may write the diploma examination upon application.
- Mature students, as defined in the Special Provisions section of this handbook, may write the diploma examination upon application, without taking regular instruction.

Special Provisions for Students with a Learning and/or Physical Disability

Students who have physical disabilities and/or have been assessed as having specific learning disabilities may require special provisions in order to write a diploma examination and may request:

- that an examination be provided in braille, in large print or on audiotape
- that variation in writing time, place or mode of response be permitted
- exemption from writing an examination
- other adjustments, on request, and as approved by the Special Cases Committee.

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Administrators are directed to the policies on *Special Examination Provisions for Students with a Learning Disability* and *Special Examination Provisions for Students with a Physical Disability*, listed in the *General Information Bulletin: Diploma Examinations Program*. **Application, together with the required documentation regarding students with special needs, shall be made by the school principal to the Student Evaluation Branch, as soon as possible and not later than 90 days before the first examination date.**

Special provisions are granted and applied for a specific examination administration. A renewed application for the special provisions must be requested, in writing, for any subsequent administration.

Students who write their examinations under special conditions will have their transcripts annotated with respect to the special provisions prevailing at the time of writing.

Special Circumstances

Under certain circumstances, the school-awarded mark may be accepted as the final mark upon application to and approval by the Special Cases Committee. See under the Special Provisions section and the Special Cases Committee section for further information.

Diploma Examination Results Statement

Following each examination period, each student will receive a Diploma Examination Results Statement. The statement shows the current diploma examination mark, the most recent school-awarded mark in the respective subject, and the subsequent blended mark to produce a final mark for each course.

For students who may have two or more school-awarded marks, or two or more diploma examination marks in the same course, the final mark for official transcript purposes only, is a blend of the highest school-awarded mark and the highest diploma examination mark achieved in the course within the current and previous two school years.

Each school will receive a summary of scores for students registered in that school for each diploma examination. Consult the *Annual Report: Diploma Examinations Program* for assistance in interpreting the scores.

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Diploma Examination Bulletins

The following bulletins and reports are produced each year by the Student Evaluation Branch.

- *General Information Bulletin: Diploma Examinations Program.*
- *Annual Report: Diploma Examinations Program.*
- *Examiners' Reports* for English Language Arts 30, English Language Arts 33, Français 30, Social Studies 30, Social Studies 33, Mathematics 30, Mathematics 33, Biology 30, Chemistry 30, Physics 30 and Science 30.
- *Diploma Examinations Subject Bulletins* for English Language Arts 30/33, Français 30, Social Studies 30, Social Studies 33, Mathematics 30, Mathematics 33, Biology 30, Chemistry 30, Physics 30 and Science 30.

High School Diplomas, Certificates of Achievement and Transcripts

The Educational Information Exchange issues the Alberta High School Diploma, the General High School Diploma, the Advanced High School Diploma, the High School Equivalency Diploma or the Certificate of Achievement to students who meet the graduation requirements. A Statement of Courses and Marks, containing the entire high school record, accompanies the diploma or certificate and is available free to students and schools.

For a fee, students may request that an Alberta High School Transcript of Achievement be sent to themselves, an employer or a post-secondary institution. The transcript is produced from the student's Alberta Education student record. Courses deemed incomplete for any reason are not reported. Transcripts are annotated with regard to any special conditions that prevailed at the time of writing a diploma examination. It is the responsibility of the student to request an updated transcript when additional courses are completed following initial graduation, or as required.

Language Versions

Diplomas and transcripts are issued in the English language. Students requiring French language versions should make their requests through the Educational Information Exchange.

All students will receive a Statement of Courses and Marks in English only.

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Appeal Procedures

School-awarded Course Marks

School principals should inform students of appeal procedures. A student who is dissatisfied with a school-awarded mark may:

- appeal under the policies set by the local school authority, or
- take the course again.

Changes to nondiploma examination course marks shall be received no later than October 31 of the current school year for marks originating in the previous school year.

Diploma Examination Marks

A student who is dissatisfied with a Grade 12 diploma examination mark may:

- request a rescore, in writing, to the Student Evaluation Branch, in accordance with the terms and date specified on the appropriate results statement

- rewrite the examination at a later administration date.

There is a fee for rewriting or rescoring a Grade 12 diploma examination. The fees are specified in the current edition of the *General Information Bulletin: Diploma Examinations Program*, available from the Student Evaluation Branch. If there is a mark increase of 5% or more on rescoring, the fee is refunded to the student.

The student will receive the result of the rescored examination as the final mark in that diploma examination, even if it is lower than the original mark.

Formal notifications of school mark changes in diploma examination courses shall be submitted to the Educational Information Exchange prior to dates published in the annual *General Information Bulletin: Diploma Examinations Program* for the release of results statements.

Requests to change diploma examination school-awarded course marks after the published dates shall be submitted to Data Exchange Services, Educational Information Exchange, for approval.

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Provisions for Mature Students

Mature students may earn high school credits without holding the prerequisite courses. See the Special Provisions section for further information.

Credits for Private School Instruction

When a registered private school is approved as an accredited private school, students enrolled in the school prior to the change in classification may be awarded high school credits for courses successfully completed prior to the change of classification at the discretion of the principal of the accredited private school.

When a student transfers to a school operated by a public or separate school board or to an accredited private Alberta high school, from a registered Alberta private school or other nonaccredited school, the student may be awarded credits for previous instruction at the discretion of the public or separate school principal. In these instances, the student is responsible for providing the principal with a record of the final mark awarded and an outline of each course for which credits are being granted.

When credits for previous instruction are awarded, the principal shall enter a "P" or "pass", not a grade or percentage score, in the course mark column on the High School Evaluation Report.

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Awarding Course Credits

Introduction

After each semester or school year, students shall be awarded credits on the recommendation of the principal, subject to complying with the following departmental requirements:

- **instruction is provided by qualified teachers holding valid Alberta teaching certificates**
- **instructional time allocated to each subject meets minimum times specified by Alberta Education**
- **the content of each subject follows that outlined in the *Program of Studies: Senior High Schools* and/or course(s) approved by the Minister and/or by the local school authority**
- **the senior high school is operated in accordance with the *Guide to Education: ECS to Grade 12 Handbook***
- **student evaluation is carried out in accordance with local school authority policy and is consistent with provincial policy**
- **school marks in diploma examination subjects and final marks in all other senior high school subjects are endorsed by the principal in accordance with local school authority policy. School marks are subsequently submitted to Alberta Education for recording, at a time and in a manner determined by the Minister.**

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Rules Governing Awarding of Credits

- **To earn the credits attached to all high school courses, a student shall achieve at least 50% ("C" standing) in each course.**
- **Credits will not be granted for courses that a student has previously passed and been awarded credits. In the case of a student repeating a course, the higher mark will be recorded on the student's record and transcript.**

Number of Senior High School Credits in French and Other Languages

Senior high school students in Alberta are encouraged to take a wide range of courses. In keeping with this principle, no more than 25 credits may be presented in any one second language, including French, for senior high school diploma purposes. However, for purposes other than the senior high school diploma, such as preparation for the workplace, students may earn any number of credits in each second language, including French.

Course Sequence Transfer

The provision for course sequence transfer enables students to change course sequences, when necessary, to more appropriate levels of challenge. The recommended transfer routes for each program area are given under Transfer Points (Recommended) in the Information Regarding Various Courses and Programs section.

Students may transfer from a 13–23–33 sequence to a 10–20–30 sequence or from a 16–26–36 sequence to a 13–23–33 sequence or from a 16–26 sequence to a 14–24 sequence.

Students who transfer from a 10–20–30 sequence to a 13–23–33 sequence, or from a 13–23–33 sequence to a 14–24 sequence, should transfer into the sequence at the next grade level; e.g., from Mathematics 10 to Mathematics 23, or from Mathematics 13 to Mathematics 24. Students will not receive waived credits for the lower-level course in the new sequence. For example, students who successfully complete Mathematics 10 and then transfer to Mathematics 23 will not receive credits for Mathematics 13.

When a student transfers into a less challenging academic sequence, the principal may admit the student with less than a 50% standing. See Retroactive Credits following in this section.

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Students who successfully complete the first course in a sequence, and then transfer to another sequence, and are waived to the highest level in that sequence, should receive credits for the middle course in the new sequence, upon successful completion of the highest level course. For example, students who successfully complete English Language Arts 10, then successfully complete English Language Arts 33 should receive waived credits for English Language Arts 23 and earned credits for English Language Arts 33.

Circumstances that should be considered when counselling a student to use the course sequence transfer provision include:

- language proficiency; as the student's language proficiency increases, a more academic sequence may provide a more appropriate level of challenge
- the school's ability to schedule the appropriate course route
- the student's ability and motivation.

The local school authority shall have a policy that states clearly the criteria to be met by a student who wishes to change program routes.

Prerequisite Standing

A student who has achieved a mark of 50% or higher in a given course shall be eligible to take the next or higher ranking high school course in that sequence. See Appendix 2.

Course Challenge

Course challenge is a provision that allows senior high school students to challenge the learner expectations of a course through a formal assessment process.

Course challenges are intended to:

- meet the diverse needs of students
- encourage students' ownership of their learning
- acknowledge the learning that students acquire in a variety of settings, not necessarily limited to schools.

Students challenging a course will be given a final course mark, except in diploma examination courses, and, if successful, credits in that course.

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This policy applies to the non-diploma examination courses and only to the school-awarded mark component of diploma examination courses. Credit in diploma examination courses can be achieved only through combination of the school-awarded mark (50%) and the diploma examination mark (50%).

The course challenge process must assess a student's achievement of the depth and breadth of the learner outcomes for the course. Assessment procedures for course challenges shall include a variety of formats and strategies.

Any student who is registered in senior high school and who believes that he or she already possesses the knowledge, skills and attitudes prescribed by the program of studies for a course, shall be allowed to demonstrate these learnings through special assessment opportunities.

The procedures regarding course challenge are found in Course Challenge, Policy 1.9.1 of the *Alberta Education Policy, Regulations and Forms Manual.*

Exceptions

Since the course challenge policy applies only to students who believe they have the knowledge, skills and attitudes as defined by the program of studies for a given course, they would not be able to challenge courses that do not have specifically defined content in the program of studies. For example, the course challenge provision would not apply to such courses as work experience and special projects.

French 13 is also excluded from the course challenge provision.

Module Challenge in CTS

A senior high school student who has successfully completed a CTS module in junior high school, but has not been recommended to a senior high school principal for credits, may challenge the same module in senior high school. If successful, the student would be awarded the mark earned through the challenge and one credit for each module. Also, a senior high school student who believes he or she has the knowledge, skills and attitudes as defined in the program of studies for a particular module, but has not taken the module in junior high school, may challenge this module. See Reporting CTS Modules in the Student Achievement in Senior High School Subjects section of this handbook. Also see Appendix 7.

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A module challenge can be handled in one or more of the following ways:

- a traditional comprehensive examination
- teacher observation over three to four classes
- teacher evaluation of student portfolio or work samples
- student demonstration of skills through performance of set tasks.

The waiver provision does not apply to CTS, and as such, the student would receive credits only for modules successfully challenged, regardless of level (introductory, intermediate or advanced). The student would not receive waived credits. Also see under Exceptions in the Waiver of Prerequisites and Credits for Waived Prerequisite Courses section.

Waiver of Prerequisites and Credits for Waived Prerequisite Courses

Prerequisites shown in Appendix 2 may be waived by the principal.

If the principal waives a prerequisite, the following conditions must be met:

- **the student possesses the knowledge, skills and attitudes identified in the waived course or program of studies**
- **judgements are made on an individual basis, not for an entire class of students**
- **it is in the student's best interest.**

For example:

- A student who is waived into English Language Arts 30, and successfully completes the course, will receive 5 earned course credits for English Language Arts 30 plus waived credits for English Language Arts 10 and English Language Arts 20, for a total of 15 credits.
- A student successfully completing English Language Arts 13–23–33 and English Language Arts 30 receives 20 credits. However, waived credits will not be granted for English Language Arts 10 and English Language Arts 20 because the student transferred from a lower-level course to a higher-level course sequence. The student was not waived into English Language Arts 30.

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- A student who successfully completes English Language Arts 10, then earns credits for English Language Arts 33, should receive waived credits for English Language Arts 23.

Upon successful completion of the next or higher ranking course in a given sequence, the principal is to report, in writing, any waived course or courses to the Educational Information Exchange. Credits are then granted for the waived prerequisite course or courses, and a "P" or "pass" is recorded on the student's record and transcript.[1] The credits awarded for each prerequisite course are the same as the number of credits achieved for the course completed, unless otherwise specified by the school.

When it is in the best interest of the student to receive both credits and a mark for a course (other than a "P" or "pass"), schools can use the flexibility now available through alternatives to the Carnegie Unit organizational model (see School Organization in the Senior High School Programming section) to provide the instruction necessary to complete the course requirements. The student may then be evaluated to determine a percentage mark.

Exceptions

The waiver provision outlined above does not apply to the following courses:

- CTS Courses (all)
- French 13
- Industrial Education Courses (all)
- Locally Developed/Acquired Complementary Courses (all)
- Physical Education 10
- Social Studies 10
- Social Studies 13
- Work Experience 15–25–35.

Career and Technology Studies (all courses)

Students may challenge modules in CTS. See the Course Challenge section in this handbook. The waiver provision does not apply to CTS, and as such, the student would receive credits only for modules successfully challenged, regardless of level (introductory, intermediate or advanced). The student would not receive waived credits.

[1] A "P" or "pass" mark is not taken into consideration in the calculation of averages for the Alexander Rutherford Scholarships for High School Achievement or for post-secondary entrance.

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Retroactive Credits

The following applies to all regular students. See the criteria for mature students in the Special Provisions for Mature Students section.

Students not achieving at least 50% in a course may repeat the course or, subject to the approval of the school principal, take a course in an alternative sequence. **Students who successfully complete the next higher level course in an alternative sequence shall be granted credit for the prerequisite course.**

The following chart presents the only courses toward which retroactive credits may be applied.

COURSES ELIGIBLE FOR RETROACTIVE CREDITS[1]

Registered Course Reported Failed Semester/School Year: A	Alternative Course Passed Semester/School Year: B	Alternative Retroactive Credits Semester/School Year: B
English Language Arts		
English Language Arts 10	English Language Arts 23	English Language Arts 13
English Language Arts 20	English Language Arts 33	English Language Arts 23
English Language Arts 13	English Language Arts 26	English Language Arts 16
French		
French Language Arts 10	French 31a	French 30, 20, 10 (new)
French 31a	French 30 (new)	French 20, 10 (new)
Mathematics		
Mathematics 10	Mathematics 23	Mathematics 13
Mathematics 10	Mathematics 24	Mathematics 14
Mathematics 13	Mathematics 24	Mathematics 14
Mathematics 20	Mathematics 33	Mathematics 23
Mathematics 14	Mathematics 26	Mathematics 16
Social Studies		
Social Studies 10	Social Studies 23	Social Studies 13
Social Studies 20	Social Studies 33	Social Studies 23
Social Studies 13	Social Studies 26	Social Studies 16
Science		
Science 10	Science 24 (5 credits)	Science 14
Science 14	Science 26	Science 16

[1] The references to Semester/School Year "A" and Semester/School Year "B" are to emphasize that sequential registration and instruction are required.

Courses for which retroactive credits have been granted will be recorded as "P" or "pass" on the student's record and transcript.

A student shall be awarded retroactive credits automatically by Alberta Education when all of the following criteria are met:

- **The student is registered by the principal in an approved course and receives instruction in the course in Semester "A" or School Year "A".**

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- At the end of Semester "A" or School Year "A", the principal reports to the Educational Information Exchange, that the student has failed in the registered course. A mark of less than 50% must be reported to the Educational Information Exchange and recorded on the student's file in order for the student to be eligible for retroactive credits in the following years.

- Pursuant to a specific local school authority promotion policy, the student is registered, by the principal, in the next higher level course in an alternative sequence in the following Semester "B" or School Year "B".

- The principal subsequently submits to the Educational Information Exchange, in the appropriate reporting period for Semester "B" or School Year "B", a pass mark in the higher level alternative course completed.

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Special Provisions

Special Provisions for Mature Students

Mature Student Status is granted effective September 1 for the subsequent school year. All the necessary criteria must be satisfied prior to September 1.

- **A mature student for Alberta High School Diploma, General High School Diploma or Advanced High School Diploma credit purposes is one who, as of September 1 of the current school year, is:**
  - **19 years of age or older; or**
  - **the holder of a previously-awarded high school diploma from the province of Alberta; or an equivalent high school diploma from a jurisdiction acceptable to the Minister.**

- **The privileges afforded by the granting of Mature Student Status are not applied retroactively to a student's completed course work on file with Alberta Education. The application of Mature Student Status is conditional upon the completion of new course work subsequent to September 1 of the school year in which the status becomes effective.**

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- If a dispute or uncertainty as to whether or not a person qualifies for Mature Student Status still exists after all avenues of appeal have been explored at the jurisdictional or local school authority level, cases may be submitted, in writing, to the Executive Secretary, Special Cases Committee, Alberta Education.

- **Mature students enrolled in credit courses must be registered with the Educational Information Exchange.**

- **A mature student may earn senior high school credits after successfully completing:**
  - **courses offered in a regular accredited school**
  - **courses offered under extension programs**
  - **courses offered by the Alberta Distance Learning Centre**
  - **a diploma examination conducted by Alberta Education with or without formal course instruction.**

- **A mature student is eligible to enroll in any course at the senior high school level or to write a diploma examination without holding the required prerequisite courses.**

- **A mature student who has achieved a standing of 50% or higher in a senior high school course, by any of the alternatives noted above, will automatically be awarded credits by Alberta Education in the normal prerequisite(s) for the course(s) completed. The credits awarded for each prerequisite course will be the same as the number of credits achieved for the course completed unless otherwise specified by the school. However, a mature student who completes a lower-level sequence and transfers to the highest course in a higher-level sequence will receive credits only for the courses completed. For example, a mature student completing English Language Arts 13, 23, 33 and 30 will receive 20 credits. See Waiver of Prerequisites and Credits for Waived Prerequisite Courses, second example, in the Awarding Course Credits section of this handbook.**

- **Mature students are eligible to receive the Alberta High School Diploma, or the General High School Diploma, or the Advanced High School Diploma, or the Certificate of Achievement upon completing the normal requirements. They are not, however, required to complete Physical Education 10 or Career and Life Management 20.**

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Note: Many local school authorities offer comprehensive programs for mature students in both credit and noncredit areas. Interested mature students should consult their local school authority for details of such programs.

Mature students who enroll in high school courses may earn the Alberta High School Diploma under the current diploma requirements. Mature students who have not previously attended high school are expected to meet the current requirements, except for Physical Education 10 and Career and Life Management 20, to earn high school diplomas. Mature students who entered high school in the 1983–1984 school year, or before, may meet the current requirements for the Alberta High School Diploma or the 1983–1984 requirements, as follows. **For a mature student to meet this provision, the student must have had a mark reported to Alberta Education in, or before, the 1983–1984 school year.** Also see under Student Placement and Promotion, Grade 10 Students.

High School Diploma Requirements 1983–1984

A high school diploma is awarded to a student holding 100 credits, subject to the following requirements:

- Language Arts—a minimum of 15 credits, five of which must be in English Language Arts 10 or English Language Arts 13 and five in English Language Arts 30 or English Language Arts 33.
- Social Studies and Social Sciences—a minimum of 10 credits, five of which must be earned in Social Studies 10. A maximum of 18 credits may be earned in the social sciences options.
- Physical Education 10—a minimum of 2 credits.
- Mathematics—a minimum of 5 credits with a maximum of:
  - 10 credits in Grade 10
  - 15 credits in Grade 10 and 11 courses.
- Science—a minimum of 3 credits.
- Grade 12 courses—5 credits in English Language Arts 30 or English Language Arts 33, or English 36[1] if completed prior to September 1974, plus a minimum of 10 credits in other subjects at this level.

Credits earned in other approved high school courses may be used to obtain the required 100 credits.

The principal will forward a letter to the Educational Information Exchange indicating which diploma requirements the student is eligible for. This information may be provided at any time during the school year.

[1] The English 36 course referred to here should not be confused with the Integrated Occupational Program English 36 course. There was no departmental examination for the English 36 course referenced here.

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High School Equivalency Diploma

Alternative 1

There are two alternatives to achieving a High School Equivalency Diploma.

A person, 18 years or older as of September 1 of the current school year, who is deficient in the credits needed for an Alberta High School Diploma or a General High School Diploma, and who has been out of school for at least 10 consecutive months, and who wishes to obtain a High School Equivalency Diploma, should apply to the principal of the high school in the community. The principal will forward a letter to the Educational Information Exchange, indicating that the following requirements have been met. All necessary documents should be included with the letter.

The candidate shall obtain 100 school credits as set forth below:

- **A minimum of 60 credits must be gained through classroom instruction in a school or other institution accredited by or acceptable to Alberta Education (for out-of-province students), offering approved senior high school courses, as follows:**
  - **a high school course in mathematics 5 credits**
  - **a high school course in science 3 credits**
  - **English Language Arts 30 or English Language Arts 33 5 credits**
  - **one other 30-level course, other than English Language Arts 5 credits**
  - **additional high school courses 42 credits**

- **A minimum of 40 additional credits, which must be earned as follows:**
  - **additional high school courses**
  - **additional approved adult education courses under recognized agencies; e.g., public colleges, institutes of technology, extension divisions of universities, adult evening classes**
    AND/OR
  - **a maximum of 15 credits for maturity, according to the following scale:**
    - **age 21–24 (inclusive) 5 credits**
    - **age 25–29 (inclusive) 10 credits**
    - **age 30 and over 15 credits**
  - **a maximum of 5 credits for extensive travel**
  - **a maximum of 5 credits for extensive reading or private study.**

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Alternative 2

A person, 18 years or older, who has been out of school for at least 10 consecutive months, who passes all five tests in the General Educational Development (GED) test battery with a minimum standard score of 45 or better, and meets the eligibility requirements, will be granted a High School Equivalency Diploma.

Further information regarding Alternative 1, Alternative 2 and the GED program may be obtained from the Student Evaluation Branch.

Special Cases Committee

Frame of Reference of the Committee

The committee deals with all matters that require the interpretation and application of policy relative to the programming for an individual student, as suggested under Functions of the Committee.

This committee is the final procedural level in the appeal process, other than the Minister of Education. All other avenues of appeal must be explored at the level of the local school authority before making application for appeal to this provincial body.

Membership of the Committee

The committee is chaired by the Director, Student Evaluation Branch and is comprised of four other directors of Alberta Education or their designates, as approved by the chair.

Functions of the Committee

Specific examples of matters dealt with by the committee include the following:

- determining the number of high school credits to be awarded to out-of-province students who have appealed the evaluation given by the school in Alberta
- ruling on whether or not students who have been expelled from school should be permitted to write diploma examinations
- ruling in instances of disputed evaluation or instances of disputed diploma requirements
- ruling on student evaluation or diploma requirement matters where no policy or precedent exists
- determining "mature student" status in individual cases
- reviewing cases where retroactive credits are in dispute
- determining the variations in practice that may be permitted in the writing of diploma examinations by students seeking an Alberta High School Diploma, a General High School Diploma or an Advanced High School Diploma.

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Directions for Contacting the Committee

- **Students shall be informed of their right to appeal to the Special Cases Committee.**

- Teachers, principals, students or other individuals in the province, who have explored all avenues of appeal at their jurisdictional or local school authority level and feel they have a case requiring special consideration should apply, in writing, to the Executive Secretary, Special Cases Committee, Alberta Education. The written submission should provide reasons for the need to appeal and a rationale in support of the appeal.

- **Persons who appeal to the Special Cases Committee shall concurrently advise the principal of the school and the superintendent of the local school authority where the student received instruction.**

- **Upon receiving notice of the appeal, the principal shall submit a written report to the Special Cases Committee outlining recommendations related to the appeal.**

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RESOURCES AND SERVICES:
Learning Resources

Introduction

In terms of provincial policy, learning resources are those print, nonprint and electronic software materials used by teachers or students to facilitate teaching and learning. Many learning resources, publisher developed, Alberta Education developed, and teacher made, are available for use in implementing school programs. Decisions about the selection and use of resources are a local matter and should take into account student skill levels, interests, motivations and stages of development.

Alberta Education authorizes learning resources in three categories:

- basic student learning resources
- support student learning resources
- authorized teaching resources.

Authorization indicates that the resources meet high standards and can contribute to the attainment of the goals of the program. However, the authorization of resources does not require their use in program delivery.

Most basic and support student learning resources, and authorized teaching resources, are available for purchase from the Learning Resources Distributing Centre (LRDC).

Accessibility and availability information about all authorized learning resources is included in the Learning Resources Distributing Centre *Buyers Guide* or its electronic inquiry/ordering system.

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Learning Resources Credit Allocation

The learning resources credit allocation is applicable to all purchases from the Learning Resources Distributing Centre. The credit allocation is available through the Learning Resources Distributing Centre for eligible or approved Alberta school authorities for the purchase of any resource carried by the LRDC. Further information for the present allocation is provided in the Learning Resources Distributing Centre *Buyers Guide* as well as in the LRDC's School Information Package.

Student Learning Resources

Alberta Education approves student learning resources that fall into two categories: basic and support.

Basic student learning resources and most support student learning resources are available for purchase from the Learning Resources Distributing Centre.

Basic Student Learning Resources

Basic learning resources are those student learning resources authorized by Alberta Education as the most appropriate for addressing the majority of learner expectations of the course(s), substantial components of the course(s), or the most appropriate for meeting general learner expectations across two or more grades, subject areas or programs as outlined in provincial programs of study. Basic learning resources may include any resource format, such as print, computer software, manipulatives or video.

Support Student Learning Resources

Support learning resources are those student learning resources authorized by Alberta Education to assist in addressing some of the learner expectations of a course or components of a course; or to assist in meeting the learner expectations across two or more grades, subject areas or programs as outlined in the provincial programs of study. Support learning resources may include any resource format, such as print, computer software, manipulatives or video.

Resource Availability

The stocking of authorized support student learning resources by the Learning Resources Distributing Centre is in accordance with the following policy: the LRDC carries such resources for at least one full fiscal year (April 1 to March 31) after authorization.

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Learning Resources for the Visually Impaired [Materials Resource Centre]

The Materials Resource Centre for the Visually Impaired (MRC) provides alternative formats for curriculum materials, such as braille, large print and audiotape, as well as equipment and kits for visually impaired students in Alberta. For further information, contact the MRC Division of the Learning Resources Distributing Centre.

Locally Developed/ Acquired Student Learning Resources

A school board may develop or acquire instructional materials for use in programs or in schools under section 44(2)(a.1) subject to the provisions of section 25 of the *School Act*.

In developing/acquiring instructional materials, the school board should take into account such criteria as curriculum fit, criteria for promoting respect and understanding, appropriateness for student developmental stages and criteria for instructional design.

Teacher Curriculum Support Resources

The provision of curriculum support is a responsibility shared by local school authorities and Alberta Education. Materials and activities are designed to help teachers implement the course or program of studies. Support materials include print and nonprint items; support activities include orientation sessions and/or workshops.

Most curriculum support materials are available from the Learning Resources Distributing Centre at the current listed selling price.

A number of teacher inservice programs are available on video from ACCESS: The Education Station.

Information about curriculum support materials and activities is available from the Curriculum Standards Branch.

Authorized Teaching Resources

Authorized teaching resources are those teaching resources produced externally to Alberta Education and authorized by the Minister; e.g., resources produced by publishers, reviewed by Alberta Education, found to meet the review criteria, and to be the best available resources to support the implementation of courses/programs of study and the attainment of the goals of education. Teaching resources produced as service documents by Alberta Education, such as guides, diagnostic programs and monographs, are authorized by definition.

In exceptional circumstances, a teaching resource may be given basic status.

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Learning Resources Distributing Centre *Buyers Guide*

The Learning Resources Distributing Centre *Buyers Guide*, its supplements, and its electronic inquiry/ordering system, provide a comprehensive list of all student and teaching resources authorized by Alberta Education for use in schools. The Learning Resources Distributing Centre carries most resources authorized by Alberta Education and provides access to all of them.

All products available from the Learning Resources Distributing Centre have a cost recovery selling price. In addition to a comprehensive General Information section, which provides ordering and business practices information, the *Buyers Guide*, its supplements, and its electronic inquiry/ordering system, provide a Publisher Index as well as the following types of information on each resource carried in stock:

- grade and subject of intended use
- authorization status
- language
- title
- publisher
- edition
- author
- year
- ISBN
- product order number
- selling price.

As well as the English language instruction edition, the *Buyers Guide* is also available in a French language instruction edition, *Enseignement en français.*

The Learning Resources Distributing Centre carries the following types of learning resources in stock:

- basic student learning resources, print and nonprint
- most support student learning resources, print and nonprint
- authorized teaching resources
- distance education print and some nonprint course materials
- English, French and other languages instructional materials
- Alberta Education legal and information/service publications
- programs of study
- preadministered Grade 12 diploma examinations
- some standardized test materials.

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Addresses

Alberta Education Branch Addresses

Note: To be connected by telephone, toll free, from outside Edmonton, dial 310–0000 and ask the operator for the desired number.

- The electronic address for Alberta Education on the Internet is:
  - http://ednet.edc.gov.ab.ca
- The mailing address for most Alberta Education branches is:
  - Devonian Building
    11160 Jasper Avenue
    Edmonton, Alberta
    T5K 0L2
- The following branches have individual telephone and fax numbers, as noted.
  - Communications Branch
    Telephone: 403–427–2285
    Fax: 403–427–0591
  - Curriculum Standards Branch
    Telephone: 403–427–2984
    Fax: 403–422–3745

    Telephone: 403–422–4872
    Fax: 403–422–0576

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- Edmonton Study Centre
  Telephone: 403–427–2766
  Fax: 403–427–3850

- Educational Information Exchange
  Telephone: 403–427–1111
  Fax: 403–427–1179

- Financial Operations Branch
  Telephone: 403–427–2051
  Fax: 403–427–2147

- Language Services Branch
  Telephone: 403–427–2940
  Fax: 403–422–1947

- National and International Education Branch
  Telephone: 403–427–2035
  Fax: 403–422–3014

- Native Education Project
  Telephone: 403–427–2043
  Fax: 403–422–5256

- Planning Branch
  Telephone: 403–427–8217
  Fax: 403–422–5255

- Regional Office Branch
  Telephone: 403–427–2952
  Fax: 403–422–9682
  [also see Calgary Office of the Regional Office Branch]

- Special Education Branch
  Telephone: 403–422–6326
  Fax: 403–422–2039

- Student Evaluation Branch
  Telephone: 403–427–0010
  Fax: 403–422–4200

  - Special Cases Committee
    Telephone: 403–427–0010
    Fax: 403–422–4889

- Teacher Certification and Development Branch
  Telephone: 403–427–2045
  Fax: 403–422–4199

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- The following branches have individual mailing addresses, telephone numbers and fax numbers, as noted.

  - Alberta Distance Learning Centre
    Box 4000
    Barrhead, Alberta
    T7N 1P4
    Telephone: 403–674–5333
    Fax: 403–674–6561

  - Calgary Office of the Regional Office Branch
    1200 Rocky Mountain Plaza
    615 Macleod Trail SE
    Calgary, Alberta
    T2G 4T8
    Telephone: 403–297–6353
    Fax: 403–297–3842

  - Learning Resources Distributing Centre
    12360 – 142 Street
    Edmonton, Alberta
    T5L 4X9
    Telephone: 403–427–2767
    Fax: 403–422–9750
    Internet: http://ednet.edc.gov.ab.ca/lrdc

    – Materials Resource Centre (MRC)
      [address as for LRDC above]
      Telephone: 403–427–4681
      Fax: 403–427–6683
      Internet: http://ednet.edc.gov.ab.ca/mrc

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Other Addresses

- ACCESS – The Education Station
  Order Desk
  3720 – 76 Avenue
  Edmonton, Alberta
  T6B 2N9
  Telephone: 403–440–7729
  1–800–352–8293 (no charge)
  Fax: 403–440–8899

  – audio-visual resources
  – inservice packages (videotape and print)

- Alberta Advanced Education and Career Development
  Apprenticeship and Trade Certification Branch
  [nearest Career Development Centre]

- Alberta Heritage Scholarship Fund
  6th Floor, Sterling Place
  9940 – 106 Street
  Edmonton, Alberta
  T5K 2V1
  Telephone: 403–427–8640
  Fax: 403–422–4516

- Publication Services, Alberta Government
  11510 Kingsway Avenue
  Edmonton, Alberta
  T5G 2Y5
  Telephone: 403–427–4952
  Fax: 403–452–0668

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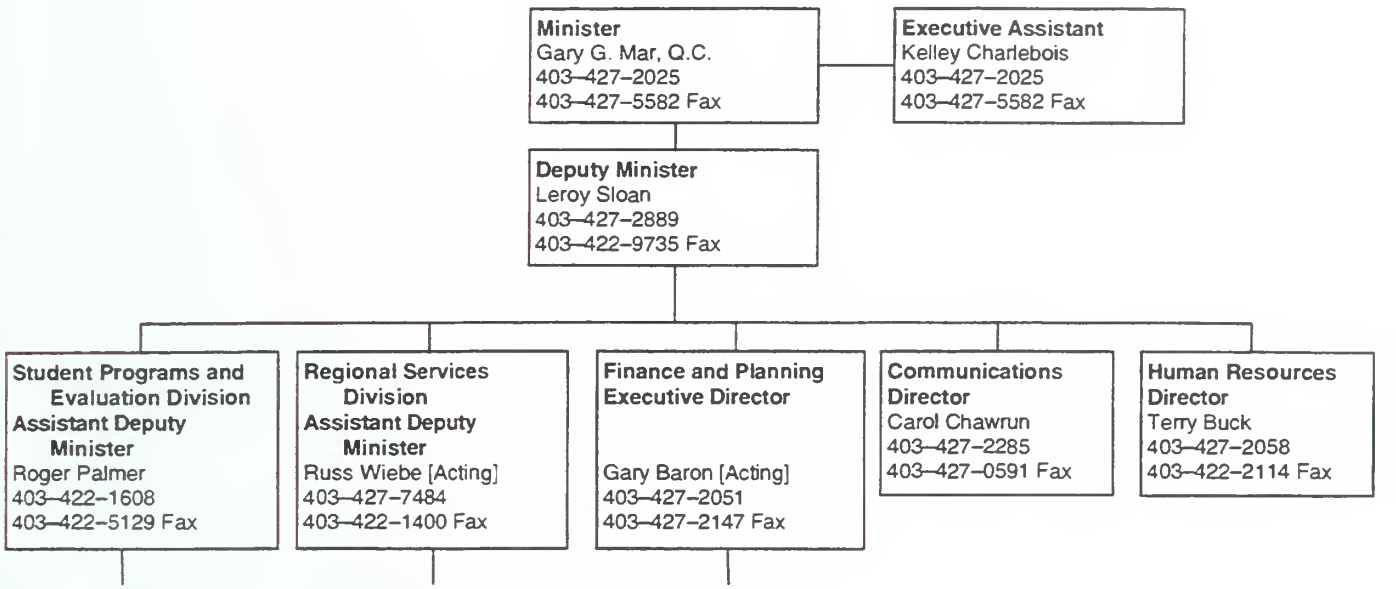
Alberta Education Directory



Information Services
Ron Sohnle
403–427–5739
403–427–3201 Fax

Student Evaluation
Jim Brackenbury [Acting]
403–427–0010
403–422–4200 Fax

Curriculum Standards
Keith Wagner
403–427–2984
403–422–3745 Fax

Language Services
Gérard Bissonnette
403–427–2940
403–422–1947 Fax

Alberta Distance Learning Centre
Garry Popowich
403–674–5333
403–674–6561 Fax

Learning Resources Distributing Centre
John Myroon
403–427–2767
403–422–9750 Fax

Corporate Services and Information Access
Bruce Aubert
403–427–2914
403–422–3942 Fax

School Operations and Facilities
Russ Wiebe
403–427–7235
403–427–5930 Fax

Special Education
Harvey Finnestad
403–422–6326
403–422–2039 Fax

Regional Office
Ron Smith
403–427–2952
403–422–9682 Fax
Calgary Office
403–297–6353
403–297–3842 Fax

Native Education Project
Merv Kowalchuk
403–427–2043
403–422–5256 Fax

Teacher Certification and Development
Fred Burghardt
403–427–2045
403–422–4199 Fax

National and International Education
Amelia Tumbull
403–427–2035
403–422–3014 Fax

Financial Operations
Gary Baron
403–427–2051
403–427–2147 Fax

School Finance
Jeff Olson [Assistant]
403–427–2055
403–427–2147 Fax

Planning
Sharon Campbell
403–427–8217
403–422–5255 Fax

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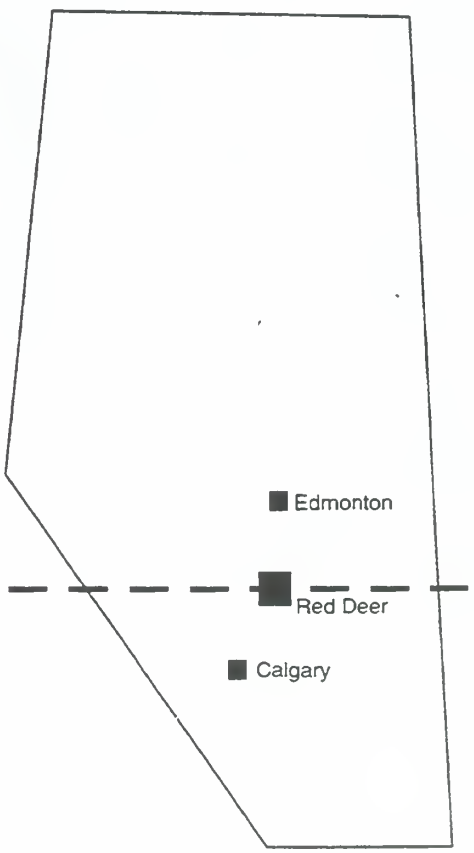
Alberta Education Regional Office Branch

The Regional Office Branch works in cooperation with local school authorities to ensure the quality of teaching, programs and schools.

The Regional Office Branch provides several services. It responds to public requests for information and assistance. It supports parental choice by registering, accrediting and monitoring private schools; approving and monitoring ECS; and monitoring home education. The staff also participate in Ministerial reviews, investigations and tribunals. The branch helps to ensure an open and accountable education system through its review of school jurisdiction business plans and results reports.



Red Deer and north are served by:
Regional Office Branch, Edmonton
Telephone: 403–427–2952
Fax: 403–422–9682

Red Deer and south are served by:
Calgary Office of the Regional Office Branch
Telephone: 403–297–6353
Fax: 403–297–3842

Education Information Line
Telephone: 403–427–7219

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Appendix 1

Articulation with Alberta Apprenticeship and Trade Certification

The following information is provided to help schools and students with plans for their high school career field programs as they relate to the Alberta *Apprenticeship and Industry Training Act*, 1991. Information relating to potential linkages with the career and technology studies strands/modules curriculum is described in the *Career and Technology Studies Manual for Administrators, Counsellors and Teachers*, 1996 (Interim).

- Recognition of Alberta High School Vocational Subjects by the Institutes of Technology and Community Colleges

  Advanced placement may be granted by an institution on the basis of proof of successful completion of a high school business or technical program and/or by obtaining a passing grade in an institution-administered entrance examination. To do so, arrangements must be made for individualized programs.

  Students wishing to take advantage of these articulation provisions should write to the registrar of the institute of technology or community college by April 15, giving details of the high school program completed, or to be completed, and stating the post-secondary program in which they are interested. The institutions involved will communicate with students regarding specific information.

- Articulation with the Alberta Apprenticeship and Trade Certification

  Some high school programs are similar to the junior periods of some apprenticeship programs. There are particular similarities between the following Alberta Education and Alberta Apprenticeship and Trade Certification programs:

Building Construction	Carpenter Apprenticeship
Electricity	Electrician Apprenticeship
Piping	Plumber Apprenticeship
	Steamfitter–Pipefitter Apprenticeship
Automotives	Motor Mechanic Apprenticeship
Auto Body	Auto Body Mechanic Apprenticeship
Sheet Metal	Sheet Metal Worker Apprenticeship
Machine Shop	Machinist Apprenticeship
Electronics	Electronic Technician Apprenticeship
	Communication Electrician Apprenticeship
Related Mechanics	Agriculture Mechanic Apprenticeship
Welding	Welder Apprenticeship
Food Preparation	Cook Apprenticeship
Beauty Culture/Cosmetology	Hairstylist Apprenticeship

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A person who presents to apprenticeship authorities of the Apprenticeship and Trade Certification Branch, Alberta Advanced Education and Career Development at least 35 credits in one of the high school vocational programs (except beauty culture/cosmetology), and an acceptable application for apprenticeship in the corresponding apprenticeship program, may be granted apprenticeship credits on the following basis:

- For building construction, electricity, automotives, machine shop, electronics, plumbing and steamfitting—upon recommendation of the employer—twelve months of time credit (three months each of four twelve-month periods) and first and second period technical credit upon passing the examinations for these periods.

- For appliance servicing—upon recommendation of the employer—twelve months of time credit (four months each of three 1600 hour periods) and first period technical credit upon passing the examination.

- For electronics into the communication electrician apprenticeship—upon recommendation of the employer—credits arranged by evaluation of credentials. There are four "craft" areas in the apprenticeship program beyond the first period level.

- For welding and food preparation—upon recommendation of the employer—twelve months of time credit (four months each of three twelve-month periods) and first period technical credit upon passing the first period examination.

- For auto body—upon recommendation of the employer—one period of time credit (600 hours each of three 2100 hour periods) and first period technical credit upon passing the first period examination.

- For sheet metal—upon recommendation of the employer—one period of time credit (450 hours each of four 1800 hour periods) and first and second period technical credit upon passing the examination for these periods.

- For related mechanics—no accreditation arrangements.

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- For hairstylist—accreditation arrangements:

  - All students graduating with 55[1] credits must find an employer willing to indenture them as apprentices. The application for apprenticeship will result in students receiving notice to appear for the theory examination and being informed they need to serve two[2], 700-hour[2] periods of work experience before attempting the practical examination. When all requirements are met, the student will receive a Completion of Apprenticeship Certificate and a Journeyman Certificate.

  - High school (vocational) students with fewer than 55[1] credits, but more than 700[2] hours of instruction from an approved school, will be required to find an employer and indenture as apprentices. Upon presentation of documented proof of the above, the student may receive technical credit for the first apprenticeship period. On the employer's recommendation, the student may attempt the first period examination. With an employer's recommendation, an apprentice may also be granted credit for the first period of apprenticeship, up to the maximum hours of time spent in school instruction.

    Note: Applicants in this category may not attempt second period examinations.

    Apprentices must attend second period apprenticeship training and complete 1400[2] hours of work experience. Following this, apprentices may challenge the theory and practical examinations and, if successful, will receive a Completion of Apprenticeship Certificate and a Journeyman Certificate.

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[1] Students must submit proof of successful completion of 55 or 35 credits in:

- Beauty Culture 12, 22 and 32 courses
  OR
- the combination of Career and Technology Studies (CTS) Cosmetology Studies modules and other CTS modules specified in the chart that follows.

Note: Beauty Culture 12–22–32 courses will be replaced with the Cosmetology Studies modules and related CTS modules effective September 1997.

[2] The number of hours and periods of work experience needed to meet Completion of Apprenticeship and Journeyman requirements in the Hairstylist trade is currently under review by the Apprenticeship and Trade Certification Branch of Advanced Education and Career Development.

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– Students receiving less than 700[2] hours of instruction from an approved school must take both periods of apprenticeship technical training. However, with an employer's recommendation, an apprentice may be granted work experience for the first period up to the maximum hours of time spent in school instruction.

A person who presents fewer than 35[1] credits in one of the articulated programs may expect to be considered for less apprenticeship credit, on the basis of individual performance, upon undertaking the apprenticeship.

Note: High school career field credits acceptable for articulation with apprenticeship programs may be altered from time to time, due to changes in programming recommended by provincial advisory committees.

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[1] Students must submit proof of successful completion of 55 or 35 credits in:

- Beauty Culture 12, 22 and 32 courses
  OR
- the combination of Career and Technology Studies (CTS) Cosmetology Studies modules and other CTS modules specified in the chart that follows.

Note: Beauty Culture 12–22–32 courses will be replaced with the Cosmetology Studies modules and related CTS modules effective September 1997.

[2] The number of hours and periods of work experience needed to meet Completion of Apprenticeship and Journeyman requirements in the Hairstylist trade is currently under review by the Apprenticeship and Trade Certification Branch of Advanced Education and Career Development.

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Cosmetology Studies and Related Modules[1]

Accredited by: Apprenticeship Board, Advanced Education and Career Development

Toward the Hairstylist Trade

55 Modules (55 credits)—35 Modules (35 credits)[2]

Module		Module	
Number	Name	Number	Name
COS1010	Personal Images	**COS3010**	Professional Practices
COS1020	Hair Graphics 1	**COS3020**	Long Hair Graphics
COS1030	Hair & Scalp Care 1	**COS3030**	Hair & Scalp Care 3
COS1040	Forming & Finishing 1	**COS3040**	Hair & Scalp Care 4 (Client Services)
COS1050	Permanent Waving 1 (The Physical Process)	**COS3050**	Haircutting 2
COS1060	Skin Care	**COS3060**	Haircutting 3 (Client Services)
COS1070	Manicuring 1	**COS3070**	Hair Care & Cutting 2 (Client Services)
COS2010	Hair Graphics 2	COS3080	Permanent Waving 5 (Designer)
COS2020	Hair & Scalp Care 2	**COS3090**	Relax & Straighten
COS2030	Forming & Finishing 2	**COS3100**	Wave, Relax & Straighten (Client Services)
COS2040	Haircutting 1	**COS3110**	Colouring 2 (Permanent)
COS2050	Hair Care & Cutting 1 (Client Services)	COS3120	Colour Removal 2
COS2060	Permanant Waving 2 (Cold Waving)	COS3130	Colour & Removal 2 (Client Services)
COS2070	Permanent Waving 3 (Heat-assisted)	COS3140	Body Therapy
COS2080	Permanent Waving 4 (Client Services)	COS3150	Hair Removal
COS2090	Colouring 1	COS3160	Skin Care 2 (Client Services)
COS2100	Colour Removal 1	**COS3170**	Male Facial Grooming 1
COS2110	Colour & Removal 1 (Client Services)	COS3180	Male Facial Grooming 2 (Client Services)
COS2120	Facials & Makeup 1	COS3190	Nail Technology
COS2130	Facials & Makeup 2 (Client Services)	COS3200	Pedicuring
COS2140	Skin Care 1 (Client Services)	COS3220	Wigs & Toupees
COS2150	Manicuring 2	COS3230	Hair Goods (Client Services)
COS2170	Manicuring 3 (Client Services)	COS3260	Facial & Body Adornment
COS2180	Hairpieces & Extensions	COS3270	Creative Cosmetology
COS2210	Sales & Service 1 (Principles & Practices)	**EAI1010**	Challenge & Opportunity
DES1020	The Design Process	EAI1020	Planning a Venture
		EAI2010	Analyzing Ventures
		EAI2040	Implementing the Venture
		EAI3010	Managing the Venture

[1] For a detailed description of the modules listed see the *Cosmetology Studies Guide to Standards and Implementation*, or viewable on the Internet at the Alberta Education web site.

[2] The required 35 Modules (35 credits) are those indicated in boldface.

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Appendix 2

Provincially Authorized Senior High School Courses

Courses within each category are listed in the sequential numerical order of the course codes. Prerequisite courses are indicated by their linear arrangement across the page, or by the line symbol ⊣ used to indicate a prerequisite that leads to more than one course. Course credits are shown in parentheses.

Implementation years are noted in the table of contents of the *Program of Studies: Senior High Schools* and further documented in the footers of individual courses/programs of study.

Grade 10	Grade 11	Grade 12
LANGUAGE ARTS		
English		
ELA1100 English Language Arts 10....(5) ELA1115 English Language Arts 13....(5)	ELA2100 English Language Arts 20... (5) ELA2115 English Language Arts 23... (5) ELA2141 Communications 21a..... (3) ELA2142 Communications 21b..... (3) ELA2143 Literature 21a ..... (3) ELA2144 Literature 21b ..... (3) ❶	ELA3100 English Language Arts 30 ..... (5) ELA3115 English Language Arts 33 ..... (5)
ESL1120 English as a Second Language 10–Level 1.....no credits❷ ESL1121 English as a Second Language 10–Level 2 .....(5)❷ ESL1122 English as a Second Language 10–Level 3 .....(5)❷ ESL1123 English as a Second Language 10–Level 4 .....(5)❷ ESL1125 English as a Second Language 10–Level 5.....no credits❷ ELA1145 Reading 10 ..... (3) (4) (5)		
Français		
FRA1301 Français 10.....(5) FRA1314 Français 13.....(5)	FRA2301 Français 20 ..... (5) FRA2314 Français 23 ..... (5)	FRA3301 Français 30 ..... (5) FRA3314 Français 33 ..... (5)
LANGUAGE ARTS COURSES IN IMMERSION PROGRAMS		
FLA1304 French Language Arts 10 ...(5) ULA1313 Ukrainian Language Arts 10(5)	FLA2304 French Language Arts 20 ... (5) ULA2313 Ukrainian Language Arts 20 (5)	FLA3304 French Language Arts 30 ..... (5) ULA3313 Ukrainian Language Arts 30 .. (5)

(continued)

❶ These courses may not be used as substitutes for English Language Arts 20 or 23 for students who entered Grade 10 as of September 1988.

❷ Proficiency level determines entry point. The course codes become effective September 1, 1997 to reflect the change to levels of instruction in English as a Second Language. The old codes for English as a Second Language 10a, 10b and 10c (1116, 1117 and 1118) will become inactive as of September 1, 1997.

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Grade 10	Grade 11	Grade 12
SECOND LANGUAGES		
FSL1305 French 13❶ ..... (5)		
FSL1309 French 10 ..... (5)	FSL2309 French 20 ..... (5)	FSL3309 French 30 ..... (5)
		FSL3306 French 31a ..... (5)
		FSL3307 French 31b ..... (5)
		FSL3308 French 31c❷ ..... (5)
GER1315 German 10 ..... (5)	GER2315 German 20 ..... (5)	GER3315 German 30 ..... (5)
		GER3317 German 31 ..... (5)
ITA1322 Italian 10 ..... (5)	ITA2322 Italian 20 ..... (5)	ITA3322 Italian 30 ..... (5)
LAT1325 Latin 10 ..... (5)	LAT2325 Latin 20 ..... (5)	LAT3325 Latin 30 ..... (5)
SPN1345 Spanish 10 ..... (5)	SPN2345 Spanish 20 ..... (5)	SPN3345 Spanish 30 ..... (5)
UKR1355 Ukrainian 10 ..... (5)	UKR2355 Ukrainian 20 ..... (5)	UKR3355 Ukrainian 30 ..... (5)
UKR1356 Ukrainian 10S❸ ..... (5)	UKR2356 Ukrainian 20S❸ ..... (5)	UKR3356 Ukrainian 30S❸ ..... (5)
CLC1361 Cree Language and Culture 10 ..... (5)	CLC2361 Cree Language and Culture 20 ..... (5)	CLC3361 Cree Language and Culture 30 ..... (5)
BLC1369 Blackfoot Language and Culture 10 ..... (5)	BLC2369 Blackfoot Language and Culture 20 ..... (5)	BLC3369 Blackfoot Language and Culture 30 ..... (5)
JLC1381 Japanese Language and Culture 10 ..... (5)	JLC2381 Japanese Language and Culture 20 ..... (5)	JLC3381 Japanese Language and Culture 30 ..... (5)
MATHEMATICS		
MAT1200 Mathematics 10 ..... (5)	MAT2200 Mathematics 20 ..... (5)	MAT3200 Mathematics 30❹ ..... (5)
		MAT3211 Mathematics 31❹ ..... (5)
MAT1216 Mathematics 13 ..... (5)	MAT2216 Mathematics 23 ..... (5)	MAT3216 Mathematics 33 ..... (5)
MAT1225 Mathematics 14 ..... (5)	MAT2225 Mathematics 24 ..... (5)	
SCIENCE		
	SCN2231 Biology 20 ..... (5)	SCN3230 Biology 30 ..... (5)
SCN1270 Science 10 ..... (5)	SCN2242 Chemistry 20 ..... (5)	SCN3240 Chemistry 30 ..... (5)
	SCN2261 Physics 20 ..... (5)	SCN3260 Physics 30 ..... (5)
	SCN2270 Science 20 ..... (5)	SCN3270 Science 30 ..... (5)
SCN1285 Science 14 ..... (5)	SCN2285 Science 24 ..... (5)	
SCN1800 Agriculture 10❺❻ ..... (3) (5)	SCN2800 Agriculture 20❺❻ ..(3) (5) (10)	SCN3800 Agriculture 30❺❻ .(5) (10) (15)
SOCIAL STUDIES		
SST1150 Social Studies 10❼ ..... (5)	SST2150 Social Studies 20 ..... (5)	SST3150 Social Studies 30 ..... (5)
SST1151 Social Studies 13❼ ..... (5)	SST2151 Social Studies 23 ..... (5)	SST3151 Social Studies 33 ..... (5)
PERSONAL DEVELOPMENT		
PED1415 Health and Personal Development 10 (2) (3) (4) (5)		
	PED2416 Career and Life Management 20 .....(3) (4) (5)	
PED1435 Occupations 10 .....(2) (3)		
PED1445 Physical Education 10❼ ..... (3) (4) (5)	PED2445 Physical Education 20 .....(3) (4) (5)	PED3445 Physical Education 30 .....(3) (4) (5)
PED1450 Driver and Traffic Safety Education 10 .....(2)		

(continued)

❶ The course challenge and waiver prerequisite provisions do not apply to French 13.
❷ Provincial implementation for French 31c is in the 1996–1997 school year.
❸ These course numberings refer to the six-year Ukrainian program approved in 1980.
❹ Mathematics 30 is the corequisite for Mathematics 31.
❺ These courses are to be replaced by career and technology studies strands/modules in the 1997–1998 school year.
❻ See the Courses and Programs section for additional information.
❼ The waiver prerequisite provision does not apply to Social Studies 10, Social Studies 13 or Physical Education 10.

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CAREER AND TECHNOLOGY STUDIES★

Agriculture★

AGR1010 Agriculture: The Big Picture
AGR1030 Production Basics
AGR1060 Consumer Products & Services
AGR1070 Basic Landscape/Turf Care
AGR1080 Basic Floral Design
AGR1090 Market Fundamentals
AGR1100 Agriculture Technology
AGR1110 Resource Management
AGR2020 Animal Husbandry/Welfare
AGR2030 Field Crops 1 (Materials & Processes)
AGR2040 Livestock/Poultry 1 (Materials & Processes)
AGR2050 Agrifoods 1 (Materials & Processes)
AGR2060 Landscape/Turf Management 1 (Maintenance Practices)
AGR2070 Equine 1 (Materials & Processes)
AGR2080 Floral Design 1 (Projects for All Occasions)
AGR2090 Marketing 1 (Open Marketing Structures)
AGR2100 Protected Structures
AGR2120 Soils Management 1 (Soil Properties/Classification)
AGR2130 Integrated Pest Management
AGR2140 Nursery/Greenhouse Crops 1 (Materials & Processes)
AGR3010 Issues in Agriculture
AGR3030 Field Crops 2 (Management Techniques)
AGR3040 Livestock/Poultry 2 (Management Techniques)
AGR3050 Agrifoods 2 (Standards & Regulation)
AGR3060 Landscape/Turf Management 2 (Installation & Repair)
AGR3070 Equine 2 (Management Techniques)
AGR3080 Floral Design 2 (Creative Design & Display)
AGR3090 Marketing 2 (Closed Marketing Structures)
AGR3100 Biotechnology
AGR3110 Water Management
AGR3120 Soils Management 2 (Soil Testing & Amending)
AGR3130 Sustainable Agriculture Systems
AGR3140 Nursery/Greenhouse Crops 2 (Management Techniques)

Community Health★

CMH1010 Family Dynamics
CMH1040 Caring for Children
CMH1050 Child Development
CMH1060 Home Care 1
CMH1080 Perspectives on Health
CMH2010 Adolescent Health Issues
CMH2020 Perspectives on Marriage
CMH2030 Community Volunteerism
CMH2050 Day Care 1
CMH2060 Home Care 2 (Personal Care Services)
CMH2070 Sensory Challenges
CMH2080 Respiratory System
CMH2090 Circulatory System
CMH2100 Musculoskeletal System
CMH2110 Complementary Therapies
CMH2120 First Aid/CPR
CMH2130 Sports First Aid 1
CMH3010 Family Issues
CMH3020 Parenting
CMH3030 Aging
CMH3040 Prenatal & Postnatal Care
CMH3050 Day Care 2
CMH3060 Home Care 3 (Special Conditions)
CMH3070 Challenged Individuals
CMH3080 Digestive System
CMH3090 Nervous/Endocrine Systems
CMH3100 Mental Health
CMH3110 Advances in Medical Technology
CMH3120 First Aid/CPR for Children
CMH3130 Sports First Aid 2
CTR1210 Personal Safety (Management)

(continued)

★Each module is worth 1 credit.

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CAREER AND TECHNOLOGY STUDIES★ (continued)

Communication Technology★

COM1010 Presentation & Communication 1
COM1020 Media & You
COM1030 Photography 1
COM1050 Printing 1
COM1060 Audio/Video Production 1
COM1070 Animation 1
COM1080 Digital Design 1
COM2010 Presentation & Communication 2
COM2020 Media Design & Analysis 1
COM2030 Script Writing 1
COM2040 Photography 2
COM2050 Photographic Communication
COM2060 Photographic Techniques 1
COM2070 Printing Techniques 1
COM2080 Printing Applications 1
COM2090 Audio/Video 1
COM2100 Audio/Video 2
COM2110 Animation 2
COM2120 Digital Design 2
COM2130 Special Effects Photography
COM3010 Presentation & Communication 3
COM3020 Media Design & Analysis 2
COM3030 Script Writing 2
COM3040 Photography 3
COM3050 Photojournalism
COM3060 Photographic Techniques 2
COM3070 Colour Photography
COM3080 Printing Techniques 2
COM3090 Printing Applications 2
COM3100 Audio 3
COM3110 Video 3
COM3120 Animation 3
COM3130 Digital Design 3

Construction Technologies★

CON1010 Basic Tools & Materials
CON1070 Building Construction
CON1120 Project Management
CON1130 Solid Stock Construction
CON1140 Turning Operations
CON1160 Manufactured Materials
CON1180 Mold Making & Casting
CON2010 Site Preparation
CON2020 Concrete Forming
CON2030 Alternate Foundations
CON2040 Framing Systems 1 (Floor & Wall)
CON2050 Roof Structures 1 (Framing & Finishing)
CON2060 Exterior Finishing (Door, Window & Siding)
CON2070 Electrical Systems
CON2080 Plumbing Systems
CON2090 Climate Control Systems
CON2100 Agri-structures
CON2120 Multiple Materials
CON2130 Furniture Making 1 (Box Construction)
CON2140 Furniture Making 2 (Frame & Panel)
CON2150 Finishing & Refinishing
CON2160 Cabinetmaking 1 (Web & Face Frame)
CON2170 Cabinetmaking 2 (Door & Drawer)
CON2180 Wood Forming
CON2190 Manufacturing Systems
CON2200 Product Development
CON3010 Concrete Work (Structures & Finishes)
CON3020 Masonry Work (Structures & Finishes)
CON3030 Wall & Ceiling Finishing
CON3040 Stair Construction
CON3050 Roof Structures 2 (Framing & Covering)
CON3060 Doors & Trim
CON3070 Floorcovering
CON3080 Energy-efficient Housing
CON3090 Renovations/Restorations
CON3100 Commercial Structures
CON3110 Site Management
CON3120 Tool Maintenance
CON3130 Furniture Making 3 (Leg & Rail)
CON3140 Furniture Making 4 (Surface Enhancement)
CON3150 Furniture Repair
CON3160 Cabinetmaking 3 (Cabinets/Countertops)
CON3170 Cabinetmaking 4 (Layout & Installation)
CON3190 Production Planning
CON3200 Production Management
CON3210 Framing Systems 2 (Floor, Wall & Ceiling)

(continued)

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CAREER AND TECHNOLOGY STUDIES★ (continued)

Cosmetology Studies★

COS1010 Personal Images
COS1020 Hair Graphics 1
COS1030 Hair & Scalp Care 1
COS1040 Forming & Finishing 1
COS1050 Permanent Waving 1 (The Physical Process)
COS1060 Skin Care 1 (Basic Practices)
COS1070 Manicuring 1
COS1080 Theatrical Makeup 1 (Basic Principles)
COS2010 Hair Graphics 2
COS2020 Hair & Scalp Care 2
COS2030 Forming & Finishing 2
COS2040 Haircutting 1
COS2050 Hair Care & Cutting 1 (Client Services)
COS2060 Permanent Waving 2 (Cold Waving)
COS2070 Permanent Waving 3 (Heat-assisted)
COS2080 Permanent Waving 4 (Client Services)
COS2090 Colouring 1
COS2100 Colour Removal 1
COS2110 Colouring & Removal 1 (Client Services)
COS2120 Facials & Makeup 1
COS2130 Facials & Makeup 2 (Client Services)
COS2140 Skin Care 2 (Client Services)
COS2150 Manicuring 2
COS2160 Nail Art
COS2170 Manicuring 3 (Client Services)
COS2180 Hairpieces & Extensions
COS2190 Theatrical Makeup 2 (Planning the Images)
COS2200 Historical Cosmetology
COS2210 Sales & Service 1 (Principles & Practices)
COS3010 Professional Practices
COS3020 Long Hair Graphics
COS3030 Hair & Scalp Care 3
COS3040 Hair & Scalp Care 4 (Client Services)
COS3050 Haircutting 2
COS3060 Haircutting 3 (Client Services)
COS3070 Hair Care & Cutting 2 (Client Services)
COS3080 Permanent Waving 5 (Designer)
COS3090 Relax/Straighten Hair
COS3100 Wave, Relax & Straighten Hair (Client Services)
COS3110 Colouring 2 (Permanent)
COS3120 Colour Removal 2
COS3130 Colouring & Removal 2 (Client Services)
COS3140 Body Therapy
COS3150 Hair Removal
COS3160 Skin Care 3 (Client Services)
COS3170 Male Facial Grooming 1
COS3180 Male Facial Grooming 2 (Client Services)
COS3190 Nail Technology
COS3200 Pedicuring
COS3210 Nail Care (Client Services)
COS3220 Wigs & Toupees
COS3230 Hair Goods (Client Services)
COS3240 Theatrical Makeup 3 (Changing Images)
COS3250 Theatrical Makeup 4 (Client Services)
COS3260 Facial & Body Adornment
COS3270 Creative Cosmetology
COS3280 Sales & Service 2 (Effectiveness)
COS3290 Competition Cosmetology

Career Transitions★

CTR1010 Job Preparation
CTR1020 Leading by Example
CTR1110 Project 1A
CTR1120 Project 1B
CTR1210 Personal Safety (Management)
CTR2010 Job Maintenance
CTR2020 Taking the Lead
CTR2030 Governance & Leadership
CTR2110 Project 2A
CTR2120 Project 2B
CTR2130 Project 2C
CTR2140 Project 2D
CTR2150 Project 2E
CTR2210 Workplace Safety (Practices)
CTR3010 Preparing for Change
CTR3020 Organizational Leadership
CTR3030 Leading for Change
CTR3040 Practicum A
CTR3050 Practicum B
CTR3060 Practicum C
CTR3070 Practicum D
CTR3080 Practicum E
CTR3110 Project 3A
CTR3120 Project 3B
CTR3130 Project 3C
CTR3140 Project 3D
CTR3150 Project 3E
CTR3210 Safety Management Systems

(continued)

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CAREER AND TECHNOLOGY STUDIES★ (continued)

Design Studies★

DES1010	Sketch, Draw & Model
DES1020	The Design Process
DES1030	2-D Design Fundamentals
DES1040	3-D Design Fundamentals
DES1050	CAD Fundamentals (Computer-aided Design)
DES1060	Drafting/Design Fundamentals
DES2010	2-D Design Applications
DES2020	3-D Design Applications
DES2030	CAD Applications (Computer-aided Design)
DES2040	Drafting/Design Applications
DES2050	Technical Drawing Applications
DES2060	The Evolution of Design
DES3010	2-D Design Studio 1
DES3020	2-D Design Studio 2
DES3030	2-D Design Studio 3
DES3040	3-D Design Studio 1
DES3050	3-D Design Studio 2
DES3060	3-D Design Studio 3
DES3070	Living Environment Studio 1
DES3080	Living Environment Studio 2
DES3090	Living Environment Studio 3
DES3100	CAD Modelling Studio (Computer-aided Design)
DES3110	Drafting/Design Studio 1
DES3120	Drafting/Design Studio 2
DES3130	Drafting/Design Studio 3
DES3140	Technical Drawing Studio 1
DES3150	Technical Drawing Studio 2
DES3160	Technical Drawing Studio 3
DES3170	Visualizing the Future
DES3180	The Design Profession
DES3190	Portfolio Presentation

Enterprise and Innovation★

ENT1010	Challenge & Opportunity
ENT1020	Planning a Venture
ENT2010	Analyzing Ventures
ENT2020	Financing Ventures
ENT2030	Marketing the Venture
ENT2040	Implementing the Venture
ENT3010	Managing the Venture
ENT3020	Expanding the Venture

Electro-Technologies★

ELT1010	Electro-assembly 1
ELT1030	Conversion & Distribution
ELT1050	Electronic Power Supply 1
ELT1060	Digital Technology 1
ELT1080	Control Systems 1
ELT1090	Analog Communication 1
ELT1100	Electronic Communication
ELT1110	Security Systems 1
ELT1130	Robotics 1
ELT2010	Electro-assembly 2
ELT2020	Electrical Servicing
ELT2030	Branch Circuit Wiring
ELT2050	Electronic Power Supply 2
ELT2060	Digital Technology 2
ELT2070	Computer Technology
ELT2080	Control Systems 2
ELT2090	Analog Communication 2
ELT2100	Radio Communication
ELT2110	Security Systems 2
ELT2120	Electro-optics
ELT2130	Magnetic Control Devices
ELT2140	Robotics 2
ELT2150	Electronic Controls
ELT3010	Electro-assembly 3
ELT3020	Electronic Servicing
ELT3030	Power Systems & Services
ELT3040	Generation/Transformation
ELT3060	Digital Technology 3
ELT3070	Digital Applications
ELT3080	Microprocessors
ELT3090	Microprocessor Interface
ELT3100	Analog Communication 3
ELT3110	Amplifiers
ELT3130	Data/Telemetry Systems
ELT3140	Motors
ELT3150	Robotics 3
ELT3160	Control Applications

(continued)

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CAREER AND TECHNOLOGY STUDIES★ (continued)

Energy and Mines★

ENM1010 Overview of Alberta Geology
ENM1020 Nonrenewable Resources
ENM1050 Renewable Resources
ENM1060 Consumer Products & Services
ENM1090 Fundamentals of Recycling
ENM1100 Conservation Challenge
ENM2010 Managing Alberta's Resources
ENM2020 Conventional Oil/Gas 1 (Resource Exploration)
ENM2030 Oil Sands/Heavy Oil/Coal 1 (Resource Exploration)
ENM2040 Metals/Nonmetals 1 (Resource Exploration)
ENM2050 Renewable Energy Technology
ENM2060 Refining Hydrocarbons
ENM2070 Refining Rocks & Minerals
ENM2080 Supply & Distribution
ENM2090 Energy Designs/Systems 1 (Basic Principles)
ENM2100 Environmental Safety
ENM3010 Energy & the Environment
ENM3020 Conventional Oil/Gas 2 (Recovery & Production)
ENM3030 Oil Sands/Heavy Oil/Coal 2 (Recovery & Production)
ENM3040 Metals/Nonmetals 2 (Recovery & Production)
ENM3050 Sustainable Energy (The Power & Potential)
ENM3060 Petrochemicals
ENM3070 Industrial Materials (Primary Manufacturing)
ENM3080 Market Basics & Trends
ENM3090 Energy Designs/Systems 2 (Practical Applications)
ENM3100 Integrated Resource Management (Balancing Needs)

Fabrication Studies★

CON1010 Basic Tools & Materials
FAB1040 Oxyacetylene Welding
FAB1050 Basic Electric Welding
FAB1090 Sheet Fabrication 1 (Hand Processes)
FAB1100 Fabrication Principles
FAB1110 Bar & Tubular Fabrication
FAB1120 Foundry 1 (One-piece Pattern)
FAB1130 Principles of Machining
FAB1160 Production Systems
FAB2010 Structural Engineering
FAB2020 Print Reading
FAB2030 Oxyfuel Welding
FAB2040 Thermal Cutting
FAB2050 Arc Welding 1
FAB2060 Arc Welding 2
FAB2070 Gas Metal Arc Welding 1
FAB2090 Sheet Fabrication 2 (Machine Processes)
FAB2100 Sheet Fabrication 3 (Parallel Line)
FAB2110 Forging Fundamentals
FAB2120 Foundry 2 (Split Pattern)
FAB2130 Precision Turning 1
FAB2140 Precision Milling 1
FAB2150 CNC Turning (Computer Numerical Control)
FAB2160 Custom Fabrication
FAB2170 Pipe Fitting
FAB3010 Materials Testing
FAB3020 Metallurgy Fundamentals
FAB3030 Gas Tungsten Arc Welding
FAB3040 Specialized Welding
FAB3050 Arc Welding 3
FAB3060 Arc Welding 4
FAB3070 Pipe & Tubular Welding
FAB3080 Automated Welding
FAB3090 Sheet Fabrication 4 (Radial Line)
FAB3110 Sheet Fabrication 5 (Duct Components)
FAB3120 Foundry 3 (Core Molding)
FAB3130 Precision Turning 2
FAB3140 Precision Milling 2
FAB3150 CNC Milling (Computer Numerical Control)
FAB3160 Prefabrication Principles
FAB3170 Gas Metal Arc Welding 2

(continued)

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CAREER AND TECHNOLOGY STUDIES★ (continued)

Fashion Studies★

FAS1030	Ready, Set, Sew!
FAS1040	Fashion Basics
FAS1050	Repair & Recycle
FAS1060	Creating Accessories 1
FAS1070	Creative Yarns/Textiles
FAS2010	Fashion Dynamics
FAS2020	Fashion Illustration 1
FAS2030	CAD Patterns 1 (Computer-aided Design)
FAS2040	Evolution of Fashion
FAS2050	Flat Pattern
FAS2060	Pattern Drafting 1
FAS2070	Creative Construction
FAS2080	Activewear
FAS2090	Specialty Fabrics 1
FAS2100	Sewing for Others
FAS2110	Creating Home Decor
FAS2120	Surface Embellishment
FAS2140	Fashion Merchandising
FAS2150	Upholstery
FAS2160	Creating Accessories 2
FAS3010	Fashion Illustration 2
FAS3020	CAD Patterns 2 (Computer-aided Design)
FAS3030	Pattern Drafting 2
FAS3040	Contemporary Tailoring
FAS3060	Couture
FAS3070	Creators of Fashion
FAS3080	Cultural Fashions
FAS3090	Specialty Fabrics 2
FAS3140	Fashion Retailing

Financial Management★

FIN1010	Financial Information
FIN1020	Service Business 1
FIN1030	Service Business 2
FIN2010	Taxation (Personal & Small Business)
FIN2020	Merchandising Business 1
FIN2030	Merchandising Business 2
FIN2040	Financial Software
FIN2050	Financial Simulation
FIN3010	Advanced Accounting
FIN3020	Management Accounting
FIN3030	Business Organizations
FIN3040	Financial Statements
FIN3060	Financial Analysis
FIN3070	Financial Planning

Foods★

FOD1010	Food Basics
FOD1020	Baking Basics
FOD1030	Snacks & Appetizers
FOD1040	Meal Planning 1
FOD1050	Fast & Convenience Foods
FOD1060	Canadian Heritage Foods
FOD2010	Food & Nutrition Basics
FOD2020	Nutrition & the Athlete
FOD2030	Food Decisions & Health
FOD2040	Cake & Pastry
FOD2050	Yeast Breads & Rolls
FOD2060	Milk Products & Eggs
FOD2070	Stocks, Soups & Sauces
FOD2080	Vegetables/Fruits/Grains
FOD2090	Creative Cold Foods
FOD2100	Basic Meat Cookery
FOD2110	Fish & Poultry
FOD2120	Meal Planning 2
FOD2130	Vegetarian Cuisine
FOD2140	Rush Hour Cuisine
FOD2150	Food Safety & Sanitation
FOD2160	Food Venture
FOD2170	International Cuisine 1
FOD3010	Food for the Life Cycle
FOD3020	Nutrition & Digestion
FOD3030	Creative Baking
FOD3040	Advanced Yeast Products
FOD3050	Advanced Soups & Sauces
FOD3060	Food Presentation
FOD3070	Short Order Cooking
FOD3080	Advanced Meat Cookery
FOD3090	Basic Meat Cutting
FOD3100	Entertaining with Food
FOD3110	Food Processing
FOD3120	Food Evolution/Innovation
FOD3130	The Food Entrepreneur
FOD3140	International Cuisine 2

(continued)

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CAREER AND TECHNOLOGY STUDIES★ (continued)

Forestry★

FOR1010	Why Forestry?
FOR1020	Forest Regions of Canada
FOR1040	Woods Survival 1 (Survival Skills)
FOR1050	Mapping & Aerial Photos
FOR1060	Measuring the Forest 1 (Measurement Skills)
FOR1090	Forest Ecology 1 (Ecosystem Dynamics)
FOR1100	Forests Forever 1 (Forest Use & Protection)
FOR2010	Making a Difference (Protection & Stewardship)
FOR2030	Managing Alberta Forests
FOR2040	Woods Survival 2 (Wilderness Excursion)
FOR2060	Measuring the Forest 2 (Sampling Techniques)
FOR2070	Harvest Practices (Fibre Harvest & Processing)
FOR2100	Forests Forever 2 (Management Practices)
FOR2120	Users in the Forest
FOR3010	Issues in Forestry
FOR3060	Measuring the Forest 3 (Survey Applications)
FOR3070	The Forest Marketplace
FOR3080	Forest Technology Applications
FOR3090	Forest Ecology 2 (Silvics & Succession)
FOR3110	Silviculture (Growing the Forest)
FOR3120	Integrated Resource Management (Balancing Needs)

Information Processing★

INF1010	Computer Operations
INF1020	Keyboarding 1
INF1030	Word Processing 1
INF1040	Graphics Tools
INF1050	Database 1
INF1060	Spreadsheet 1
INF1070	Hypermedia Tools
INF1080	Programming 1
INF1090	Information Highway 1
INF2010	Workstation Operations
INF2030	Keyboarding 2
INF2040	Keyboarding 3
INF2050	Word Processing 2
INF2060	Electronic Publishing 1
INF2070	Database 2
INF2080	Spreadsheet 2
INF2090	Correspondence
INF2100	Reports
INF2110	Tables/Forms
INF2120	Software Integration 1
INF2130	Multimedia Authoring 1
INF2140	Process Control
INF2150	Programming 2
INF2160	Programming 3
INF2170	Programming 4
INF2180	Programming 5
INF2190	Telecommunications 1
INF2200	Information Highway 2
INF3010	Hardware/Software Analysis
INF3020	Local Area Networks
INF3030	Keyboarding 4
INF3040	Keyboarding 5
INF3050	Keyboarding 6
INF3060	Word Processing 3
INF3070	Electronic Publishing 2
INF3080	Information Management Tools
INF3090	Software Integration 3
INF3100	Specialization 1
INF3110	Specialization 2
INF3120	Software Integration 2
INF3130	Multimedia Authoring 2
INF3140	Expert Systems
INF3150	Programming Application 1
INF3160	Programming Application 2
INF3170	Programming Application 3
INF3180	Telecommunications 2
INF3190	Information Highway 3
INF3200	Internet Services

(continued)

★ Each module is worth 1 credit.

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CAREER AND TECHNOLOGY STUDIES★ (continued)

Legal Studies★

LGS1010	You & the Law 1 (as a Consumer and as a Family Member)
LGS1020	You & the Law 2 (in Society and in the Workplace)
LGS2010	Family Law
LGS2020	Labour Law
LGS2030	Environmental Law
LGS2050	Law & the Traveller
LGS3010	Consumer & Property Law
LGS3020	Dispute Resolution
LGS3040	Negligence
LGS3050	Law & Small Business
LGS3060	Controversy & Change
LGS3070	Landmark Decisions
LGS3080	Criminal Law

Logistics★

LOG1010	Logistics
LOG1020	Warehouse & Distribute 1
LOG1030	Traffic & Transport 1
LOG1040	Purchasing 1
LOG2010	Warehouse & Distribute 2
LOG2020	Traffic & Transport 2
LOG2030	Purchasing 2
LOG2040	Inventory Management 1
LOG3010	Warehouse & Distribute 3
LOG3020	Traffic & Transport 3
LOG3030	Purchasing 3
LOG3040	Inventory Management 2

Management and Marketing★

MAM1010	Management & Marketing Basics
MAM1020	Quality Customer Service
MAM1030	Communication Strategies 1
MAM2010	Managing for Quality
MAM2020	Promotion: Advertising
MAM2030	Promotion: Visual Merchandising
MAM2040	Retail Operations
MAM2050	Office Systems 1
MAM2060	Communication Strategies 2
MAM2080	Records Management 1
MAM3010	The Business Organization
MAM3020	Business in the Canadian Economy
MAM3030	Business in the Global Marketplace
MAM3040	Promotion: Sales Techniques
MAM3050	Distributing Goods & Services
MAM3060	Setting Up a Retail Store
MAM3070	Office Systems 2
MAM3080	Communication Strategies 3
MAM3090	Records Management 2

(continued)

★Each module is worth 1 credit.

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CAREER AND TECHNOLOGY STUDIES★ (continued)

Mechanics★

MEC1010	Modes & Mechanisms
MEC1020	Vehicle Service & Care
MEC1040	Engine Fundamentals
MEC1090	Electrical Fundamentals
MEC1110	Pneumatics & Hydraulics
MEC1130	Mechanical Systems
MEC1150	Ride & Control Systems
MEC1160	Structures & Materials
MEC1170	Metal Forming & Finishing
MEC1190	Surface Preparation 1
MEC2010	Vehicle Detailing
MEC2020	Vehicle Maintenance
MEC2030	Lubrication & Cooling
MEC2040	Fuel & Exhaust Systems
MEC2050	Alternate Fuel Engines
MEC2060	Ignition Systems
MEC2070	Emission Controls
MEC2090	Electrical Components
MEC2100	Power Assist Accessories
MEC2110	Braking Systems
MEC2120	Hydraulic Accessories
MEC2130	Drive Trains
MEC2140	Transmissions/Transaxles
MEC2150	Suspension Systems
MEC2160	Steering Systems
MEC2170	Metal Repair & Finishing
MEC2180	Trim Replacement
MEC2190	Surface Preparation 2
MEC2200	Refinishing 1
MEC2210	Touch-up & Finishing
MEC2220	Interior Repairs
MEC3010	Buying & Selling Vehicles
MEC3020	Vehicle Value Appraisal
MEC3030	Engine Diagnosis
MEC3040	Engine Tune-up
MEC3050	Engine Replacement
MEC3060	Engine Reconditioning 1
MEC3070	Engine Reconditioning 2
MEC3080	Alternate Energy Systems
MEC3090	Computer Systems
MEC3100	Safety Systems
MEC3110	Climate Control
MEC3120	Power Assisting
MEC3130	Automatic Transmissions
MEC3140	Drive Train Repair
MEC3150	Wheel Alignment
MEC3160	Body Repair Estimation
MEC3170	Damage Analysis
MEC3180	Damage Repair 1
MEC3190	Damage Repair 2
MEC3200	Refinishing 2
MEC3210	Plastic & Fibreglass
MEC3220	Glass Replacement
MEC3230	Refinishing 3

Tourism Studies★

TOU1010	The Tourism Industry
TOU1020	People & Places
TOU1030	Quality Guest Service
TOU1040	The Food Sector
TOU1050	The Accommodation Sector
TOU1060	The Travel Sector
TOU1070	The Attractions Sector
TOU2010	Tourism Events
TOU2040	Food Functions
TOU2050	Meetings & Conferences
TOU2060	Tourism Destinations 1
TOU2070	Tourism Destinations 2
TOU2080	Travel Planning
TOU2090	Tourism Interpretation 1
TOU2100	Tourism Interpretation 2
TOU3030	Food Service Operations
TOU3040	Hotel/Motel Operations
TOU3050	Alternative Accommodations
TOU3060	Travel Agency Operations
TOU3070	Reservations & Ticketing
TOU3080	Air Transportation
TOU3090	Surface Transportation
TOU3100	Attractions Operations
TOU3110	Adventure & Ecotourism

(continued)

★Each module is worth 1 credit.

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CAREER AND TECHNOLOGY STUDIES★ (continued)

Wildlife★

WLD1010	What Is Wildlife?
WLD1020	Natural History of Wildlife
WLD1030	Outdoor Experiences 1 (Survival Skills)
WLD1050	Taking Responsibility (People, Culture & Wildlife)
WLD1070	Hunting & Game Management 1 (Ethics/Game Identification)
WLD1080	Angling & Fish Management
WLD2020	Measuring the Value (Diversity of Wildlife Values)
WLD2030	Outdoor Experiences 2 (Wilderness Excursion)
WLD2040	Wildlife Spaces & Species
WLD2060	Interactions (Wildlife & Society)
WLD2070	Hunting & Game Management 2 (Field Techniques/Regulations)
WLD2090	Issues in Wildlife 1 (Research & Analysis)
WLD3020	Making a Difference (Protection & Stewardship)
WLD3040	Wildlife Research
WLD3050	Wildlife Management 1 (Basic Principles)
WLD3060	Wildlife Management 2 (Applications)
WLD3090	Issues in Wildlife 2 (Negotiation & Debate)

★Each module is worth 1 credit.

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Grade 10	Grade 11	Grade 12
CAREER AND TECHNOLOGY STUDIES❶		
Career and Technology Studies		
CTS4501 Career and Technology Studies 1E ..... (1)	CTS5501 Career and Technology Studies 2E ..... (1)	CTS6501 Career and Technology Studies 3E ..... (1)
CTS4502 Career and Technology Studies 1F ..... (2)	CTS5502 Career and Technology Studies 2F ..... (2)	CTS6502 Career and Technology Studies 3F ..... (2)
CTS4503 Career and Technology Studies 1A ..... (3)	CTS5503 Career and Technology Studies 2A ..... (3)	CTS6503 Career and Technology Studies 3A ..... (3)
CTS4504 Career and Technology Studies 1B ..... (4)	CTS5504 Career and Technology Studies 2B ..... (4)	CTS6504 Career and Technology Studies 3B ..... (4)
CTS4505 Career and Technology Studies 1C ..... (5)	CTS5505 Career and Technology Studies 2C ..... (5)	CTS6505 Career and Technology Studies 3C ..... (5)
CTS4506 Career and Technology Studies 1D ..... (6)	CTS5506 Career and Technology Studies 2D ..... (6)	CTS6506 Career and Technology Studies 3D ..... (6)
CTS4507 Career and Technology Studies 1G ..... (3)	CTS5507 Career and Technology Studies 2G ..... (3)	CTS6507 Career and Technology Studies 3G ..... (5)
CTS4508 Career and Technology Studies 1H ..... (5)	CTS5508 Career and Technology Studies 2H ..... (5)	CTS6508 Career and Technology Studies 3H ..... (5)
CTS4509 Career and Technology Studies 1J ..... (1)	CTS5509 Career and Technology Studies 2J ..... (1)	CTS6509 Career and Technology Studies 3J ..... (1)
CTS4510 Career and Technology Studies 1K ..... (2)	CTS5510 Career and Technology Studies 2K ..... (2)	CTS6510 Career and Technology Studies 3K ..... (2)
Agriculture		
CTS4701 Agriculture 1E ..... (1)	CTS5701 Agriculture 2E ..... (1)	CTS6701 Agriculture 3E ..... (1)
CTS4702 Agriculture 1F ..... (2)	CTS5702 Agriculture 2F ..... (2)	CTS6702 Agriculture 3F ..... (2)
CTS4703 Agriculture 1A ..... (3)	CTS5703 Agriculture 2A ..... (3)	CTS6703 Agriculture 3A ..... (3)
CTS4704 Agriculture 1B ..... (4)	CTS5704 Agriculture 2B ..... (4)	CTS6704 Agriculture 3B ..... (4)
CTS4705 Agriculture 1C ..... (5)	CTS5705 Agriculture 2C ..... (5)	CTS6705 Agriculture 3C ..... (5)
CTS4706 Agriculture 1D ..... (6)	CTS5706 Agriculture 2D ..... (6)	CTS6706 Agriculture 3D ..... (6)
CTS4707 Agriculture 1G ..... (3)	CTS5707 Agriculture 2G ..... (3)	CTS6707 Agriculture 3G ..... (5)
CTS4708 Agriculture 1H ..... (5)	CTS5708 Agriculture 2H ..... (5)	CTS6708 Agriculture 3H ..... (5)
CTS4709 Agriculture 1J ..... (1)	CTS5709 Agriculture 2J ..... (1)	CTS6709 Agriculture 3J ..... (1)
CTS4710 Agriculture 1K ..... (2)	CTS5710 Agriculture 2K ..... (2)	CTS6710 Agriculture 3K ..... (2)
Career Transitions		
CTS4571 Career Transitions 1E ..... (1)	CTS5571 Career Transitions 2E ..... (1)	CTS6571 Career Transitions 3E ..... (1)
CTS4572 Career Transitions 1F ..... (2)	CTS5572 Career Transitions 2F ..... (2)	CTS6572 Career Transitions 3F ..... (2)
CTS4573 Career Transitions 1A ..... (3)	CTS5573 Career Transitions 2A ..... (3)	CTS6573 Career Transitions 3A ..... (3)
CTS4574 Career Transitions 1B ..... (4)	CTS5574 Career Transitions 2B ..... (4)	CTS6574 Career Transitions 3B ..... (4)
CTS4575 Career Transitions 1C ..... (5)	CTS5575 Career Transitions 2C ..... (5)	CTS6575 Career Transitions 3C ..... (5)
CTS4576 Career Transitions 1D ..... (6)	CTS5576 Career Transitions 2D ..... (6)	CTS6576 Career Transitions 3D ..... (6)
CTS4579 Career Transitions 1J ..... (1)	CTS5579 Career Transitions 2J ..... (1)	CTS6579 Career Transitions 3J ..... (1)
CTS4580 Career Transitions 1K ..... (2)	CTS5580 Career Transitions 2K ..... (2)	CTS6580 Career Transitions 3K ..... (2)
Communication Technology		
CTS4581 Communication Technology 1E ..... (1)	CTS5581 Communication Technology 2E ..... (1)	CTS6581 Communication Technology 3E ..... (1)
CTS4582 Communication Technology 1F ..... (2)	CTS5582 Communication Technology 2F ..... (2)	CTS6582 Communication Technology 3F ..... (2)
CTS4583 Communication Technology 1A ..... (3)	CTS5583 Communication Technology 2A ..... (3)	CTS6583 Communication Technology 3A ..... (3)
CTS4584 Communication Technology 1B ..... (4)	CTS5584 Communication Technology 2B ..... (4)	CTS6584 Communication Technology 3B ..... (4)
CTS4585 Communication Technology 1C ..... (5)	CTS5585 Communication Technology 2C ..... (5)	CTS6585 Communication Technology 3C ..... (5)
CTS4586 Communication Technology 1D ..... (6)	CTS5586 Communication Technology 2D ..... (6)	CTS6586 Communication Technology 3D ..... (6)
CTS4587 Communication Technology 1G ..... (3)	CTS5587 Communication Technology 2G ..... (3)	CTS6587 Communication Technology 3G ..... (5)
CTS4588 Communication Technology 1H ..... (5)	CTS5588 Communication Technology 2H ..... (5)	CTS6588 Communication Technology 3H ..... (5)
CTS4589 Communication Technology 1J ..... (1)	CTS5589 Communication Technology 2J ..... (1)	CTS6589 Communication Technology 3J ..... (1)
CTS4590 Communication Technology 1K ..... (2)	CTS5590 Communication Technology 2K ..... (2)	CTS6590 Communication Technology 3K ..... (2)

(continued)

❶ Schools reporting credits in CTS courses should not be reporting credits in the practical arts (business education, home economics, industrial arts and vocational education). For example, credits are not to be reported for both financial management and accounting. Refer to Appendix 7 to determine which course code should be used when reporting student achievement to Alberta Education.

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Grade 10	Grade 11	Grade 12

CAREER AND TECHNOLOGY STUDIES❶ (continued)

Community Health

Grade 10	Grade 11	Grade 12
CTS4541 Community Health 1E ..... (1)	CTS5541 Community Health 2E ..... (1)	CTS6541 Community Health 3E ..... (1)
CTS4542 Community Health 1F ..... (2)	CTS5542 Community Health 2F ..... (2)	CTS6542 Community Health 3F ..... (2)
CTS4543 Community Health 1A ..... (3)	CTS5543 Community Health 2A ..... (3)	CTS6543 Community Health 3A ..... (3)
CTS4544 Community Health 1B ..... (4)	CTS5544 Community Health 2B ..... (4)	CTS6544 Community Health 3B ..... (4)
CTS4545 Community Health 1C ..... (5)	CTS5545 Community Health 2C ..... (5)	CTS6545 Community Health 3C ..... (5)
CTS4546 Community Health 1D ..... (6)	CTS5546 Community Health 2D ..... (6)	CTS6546 Community Health 3D ..... (6)
CTS4547 Community Health 1G ..... (3)	CTS5547 Community Health 2G ..... (3)	CTS6547 Community Health 3G ..... (5)
CTS4548 Community Health 1H ..... (5)	CTS5548 Community Health 2H ..... (5)	CTS6548 Community Health 3H ..... (5)
CTS4549 Community Health 1J ..... (1)	CTS5549 Community Health 2J ..... (1)	CTS6549 Community Health 3J ..... (1)
CTS4550 Community Health 1K ..... (2)	CTS5550 Community Health 2K ..... (2)	CTS6550 Community Health 3K ..... (2)

Construction Technologies

Grade 10	Grade 11	Grade 12
CTS4651 Construction Technologies 1E (1)	CTS5651 Construction Technologies 2E (1)	CTS6651 Construction Technologies 3E (1)
CTS4652 Construction Technologies 1F (2)	CTS5652 Construction Technologies 2F (2)	CTS6652 Construction Technologies 3F (2)
CTS4653 Construction Technologies 1A (3)	CTS5653 Construction Technologies 2A (3)	CTS6653 Construction Technologies 3A (3)
CTS4654 Construction Technologies 1B (4)	CTS5654 Construction Technologies 2B (4)	CTS6654 Construction Technologies 3B (4)
CTS4655 Construction Technologies 1C (5)	CTS5655 Construction Technologies 2C (5)	CTS6655 Construction Technologies 3C (5)
CTS4656 Construction Technologies 1D (6)	CTS5656 Construction Technologies 2D (6)	CTS6656 Construction Technologies 3D (6)
CTS4657 Construction Technologies 1G (3)	CTS5657 Construction Technologies 2G (3)	CTS6657 Construction Technologies 3G (5)
CTS4658 Construction Technologies 1H (5)	CTS5658 Construction Technologies 2H (5)	CTS6658 Construction Technologies 3H (5)
CTS4659 Construction Technologies 1J (1)	CTS5659 Construction Technologies 2J. (1)	CTS6659 Construction Technologies 3J (1)
CTS4660 Construction Technologies 1K (2)	CTS5660 Construction Technologies 2K (2)	CTS6660 Construction Technologies 3K (2)

Cosmetology

Grade 10	Grade 11	Grade 12
CTS4511 Cosmetology 1E ..... (1)	CTS5511 Cosmetology 2E ..... (1)	CTS6511 Cosmetology 3E ..... (1)
CTS4512 Cosmetology 1F ..... (2)	CTS5512 Cosmetology 2F ..... (2)	CTS6512 Cosmetology 3F ..... (2)
CTS4513 Cosmetology 1A ..... (3)	CTS5513 Cosmetology 2A ..... (3)	CTS6513 Cosmetology 3A ..... (3)
CTS4514 Cosmetology 1B ..... (4)	CTS5514 Cosmetology 2B ..... (4)	CTS6514 Cosmetology 3B ..... (4)
CTS4515 Cosmetology 1C ..... (5)	CTS5515 Cosmetology 2C ..... (5)	CTS6515 Cosmetology 3C ..... (5)
CTS4516 Cosmetology 1D..... (6)	CTS5516 Cosmetology 2D ..... (6)	CTS6516 Cosmetology 3D ..... (6)
CTS4517 Cosmetology 1G ..... (3)	CTS5517 Cosmetology 2G ..... (3)	CTS6517 Cosmetology 3G ..... (5)
CTS4518 Cosmetology 1H ..... (5)	CTS5518 Cosmetology 2H ..... (5)	CTS6518 Cosmetology 3H ..... (5)
CTS4519 Cosmetology 1J ..... (1)	CTS5519 Cosmetology 2J ..... (1)	CTS6519 Cosmetology 3J ..... (1)
CTS4520 Cosmetology 1K ..... (2)	CTS5520 Cosmetology 2K ..... (2)	CTS6520 Cosmetology 3K ..... (2)

Design Studies

Grade 10	Grade 11	Grade 12
CTS4621 Design Studies 1E ..... (1)	CTS5621 Design Studies 2E ..... (1)	CTS6621 Design Studies 3E ..... (1)
CTS4622 Design Studies 1F ..... (2)	CTS5622 Design Studies 2F ..... (2)	CTS6622 Design Studies 3F ..... (2)
CTS4623 Design Studies 1A ..... (3)	CTS5623 Design Studies 2A ..... (3)	CTS6623 Design Studies 3A ..... (3)
CTS4624 Design Studies 1B ..... (4)	CTS5624 Design Studies 2B ..... (4)	CTS6624 Design Studies 3B ..... (4)
CTS4625 Design Studies 1C ..... (5)	CTS5625 Design Studies 2C ..... (5)	CTS6625 Design Studies 3C ..... (5)
CTS4626 Design Studies 1D ..... (6)	CTS5626 Design Studies 2D ..... (6)	CTS6626 Design Studies 3D ..... (6)
CTS4627 Design Studies 1G ..... (3)	CTS5627 Design Studies 2G ..... (3)	CTS6627 Design Studies 3G ..... (5)
CTS4628 Design Studies 1H ..... (5)	CTS5628 Design Studies 2H ..... (5)	CTS6628 Design Studies 3H ..... (5)
CTS4629 Design Studies 1J ..... (1)	CTS5629 Design Studies 2J ..... (1)	CTS6629 Design Studies 3J ..... (1)
CTS4630 Design Studies 1K ..... (2)	CTS5630 Design Studies 2K ..... (2)	CTS6630 Design Studies 3K ..... (2)

Electro-Technologies

Grade 10	Grade 11	Grade 12
CTS4661 Electro-Technologies 1E ..... (1)	CTS5661 Electro-Technologies 2E ..... (1)	CTS6661 Electro-Technologies 3E ..... (1)
CTS4662 Electro-Technologies 1F ..... (2)	CTS5662 Electro-Technologies 2F ..... (2)	CTS6662 Electro-Technologies 3F ..... (2)
CTS4663 Electro-Technologies 1A ..... (3)	CTS5663 Electro-Technologies 2A ..... (3)	CTS6663 Electro-Technologies 3A ..... (3)
CTS4664 Electro-Technologies 1B ..... (4)	CTS5664 Electro-Technologies 2B ..... (4)	CTS6664 Electro-Technologies 3B ..... (4)
CTS4665 Electro-Technologies 1C ..... (5)	CTS5665 Electro-Technologies 2C ..... (5)	CTS6665 Electro-Technologies 3C ..... (5)
CTS4666 Electro-Technologies 1D ..... (6)	CTS5666 Electro-Technologies 2D ..... (6)	CTS6666 Electro-Technologies 3D ..... (6)
CTS4667 Electro-Technologies 1G ..... (3)	CTS5667 Electro-Technologies 2G ..... (3)	CTS6667 Electro-Technologies 3G ..... (5)
CTS4668 Electro-Technologies 1H ..... (5)	CTS5668 Electro-Technologies 2H ..... (5)	CTS6668 Electro-Technologies 3H ..... (5)
CTS4669 Electro-Technologies 1J ..... (1)	CTS5669 Electro-Technologies 2J ..... (1)	CTS6669 Electro-Technologies 3J ..... (1)
CTS4670 Electro-Technologies 1K ..... (2)	CTS5670 Electro-Technologies 2K ..... (2)	CTS6670 Electro-Technologies 3K ..... (2)

(continued)

❶ Schools reporting credits in CTS courses should not be reporting credits in the practical arts (business education, home economics, industrial arts and vocational education). For example, credits are not to be reported for both financial management and accounting. Refer to Appendix 7 to determine which course code should be used when reporting student achievement to Alberta Education.

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Grade 10	Grade 11	Grade 12
CAREER AND TECHNOLOGY STUDIES[1] (continued)		
Energy and Mines		
CTS4711 Energy and Mines 1E ..... (1)	CTS5711 Energy and Mines 2E ..... (1)	CTS6711 Energy and Mines 3E ..... (1)
CTS4712 Energy and Mines 1F ..... (2)	CTS5712 Energy and Mines 2F ..... (2)	CTS6712 Energy and Mines 3F ..... (2)
CTS4713 Energy and Mines 1A ..... (3)	CTS5713 Energy and Mines 2A ..... (3)	CTS6713 Energy and Mines 3A ..... (3)
CTS4714 Energy and Mines 1B ..... (4)	CTS5714 Energy and Mines 2B ..... (4)	CTS6714 Energy and Mines 3B ..... (4)
CTS4715 Energy and Mines 1C ..... (5)	CTS5715 Energy and Mines 2C ..... (5)	CTS6715 Energy and Mines 3C ..... (5)
CTS4716 Energy and Mines 1D ..... (6)	CTS5716 Energy and Mines 2D ..... (6)	CTS6716 Energy and Mines 3D ..... (6)
CTS4717 Energy and Mines 1G ..... (3)	CTS5717 Energy and Mines 2G ..... (3)	CTS6717 Energy and Mines 3G ..... (5)
CTS4718 Energy and Mines 1H ..... (5)	CTS5718 Energy and Mines 2H ..... (5)	CTS6718 Energy and Mines 3H ..... (5)
CTS4719 Energy and Mines 1J ..... (1)	CTS5719 Energy and Mines 2J ..... (1)	CTS6719 Energy and Mines 3J ..... (1)
CTS4720 Energy and Mines 1K ..... (2)	CTS5720 Energy and Mines 2K ..... (2)	CTS6720 Energy and Mines 3K ..... (2)
Enterprise and Innovation		
CTS4631 Enterprise and Innovation 1E (1)	CTS5631 Enterprise and Innovation 2E (1)	CTS6631 Enterprise and Innovation 3E (1)
CTS4632 Enterprise and Innovation 1F (2)	CTS5632 Enterprise and Innovation 2F (2)	CTS6632 Enterprise and Innovation 3F (2)
CTS4633 Enterprise and Innovation 1A (3)	CTS5633 Enterprise and Innovation 2A (3)	CTS6633 Enterprise and Innovation 3A (3)
CTS4634 Enterprise and Innovation 1B (4)	CTS5634 Enterprise and Innovation 2B (4)	CTS6634 Enterprise and Innovation 3B (4)
CTS4635 Enterprise and Innovation 1C (5)	CTS5635 Enterprise and Innovation 2C (5)	CTS6635 Enterprise and Innovation 3C (5)
CTS4636 Enterprise and Innovation 1D (6)	CTS5636 Enterprise and Innovation 2D (6)	CTS6636 Enterprise and Innovation 3D (6)
CTS4639 Enterprise and Innovation 1J (1)	CTS5639 Enterprise and Innovation 2J (1)	CTS6639 Enterprise and Innovation 3J (1)
CTS4640 Enterprise and Innovation 1K (2)	CTS5640 Enterprise and Innovation 2K (2)	CTS6640 Enterprise and Innovation 3K (2)
Fabrication Studies		
CTS4671 Fabrication Studies 1E ..... (1)	CTS5671 Fabrication Studies 2E ..... (1)	CTS6671 Fabrication Studies 3E ..... (1)
CTS4672 Fabrication Studies 1F ..... (2)	CTS5672 Fabrication Studies 2F ..... (2)	CTS6672 Fabrication Studies 3F ..... (2)
CTS4673 Fabrication Studies 1A ..... (3)	CTS5673 Fabrication Studies 2A ..... (3)	CTS6673 Fabrication Studies 3A ..... (3)
CTS4674 Fabrication Studies 1B ..... (4)	CTS5674 Fabrication Studies 2B ..... (4)	CTS6674 Fabrication Studies 3B ..... (4)
CTS4675 Fabrication Studies 1C ..... (5)	CTS5675 Fabrication Studies 2C ..... (5)	CTS6675 Fabrication Studies 3C ..... (5)
CTS4676 Fabrication Studies 1D ..... (6)	CTS5676 Fabrication Studies 2D ..... (6)	CTS6676 Fabrication Studies 3D ..... (6)
CTS4677 Fabrication Studies 1G ..... (3)	CTS5677 Fabrication Studies 2G ..... (3)	CTS6677 Fabrication Studies 3G ..... (5)
CTS4678 Fabrication Studies 1H ..... (5)	CTS5678 Fabrication Studies 2H ..... (5)	CTS6678 Fabrication Studies 3H ..... (5)
CTS4679 Fabrication Studies 1J ..... (1)	CTS5679 Fabrication Studies 2J ..... (1)	CTS6679 Fabrication Studies 3J ..... (1)
CTS4680 Fabrication Studies 1K ..... (2)	CTS5680 Fabrication Studies 2K ..... (2)	CTS6680 Fabrication Studies 3K ..... (2)
Fashion Studies		
CTS4641 Fashion Studies 1E ..... (1)	CTS5641 Fashion Studies 2E ..... (1)	CTS6641 Fashion Studies 3E ..... (1)
CTS4642 Fashion Studies 1F ..... (2)	CTS5642 Fashion Studies 2F ..... (2)	CTS6642 Fashion Studies 3F ..... (2)
CTS4643 Fashion Studies 1A ..... (3)	CTS5643 Fashion Studies 2A ..... (3)	CTS6643 Fashion Studies 3A ..... (3)
CTS4644 Fashion Studies 1B ..... (4)	CTS5644 Fashion Studies 2B ..... (4)	CTS6644 Fashion Studies 3B ..... (4)
CTS4645 Fashion Studies 1C ..... (5)	CTS5645 Fashion Studies 2C ..... (5)	CTS6645 Fashion Studies 3C ..... (5)
CTS4646 Fashion Studies 1D ..... (6)	CTS5646 Fashion Studies 2D ..... (6)	CTS6646 Fashion Studies 3D ..... (6)
CTS4647 Fashion Studies 1G ..... (3)	CTS5647 Fashion Studies 2G ..... (3)	CTS6647 Fashion Studies 3G ..... (5)
CTS4648 Fashion Studies 1H ..... (5)	CTS5648 Fashion Studies 2H ..... (5)	CTS6648 Fashion Studies 3H ..... (5)
CTS4649 Fashion Studies 1J ..... (1)	CTS5649 Fashion Studies 2J ..... (1)	CTS6649 Fashion Studies 3J ..... (1)
CTS4650 Fashion Studies 1K ..... (2)	CTS5650 Fashion Studies 2K ..... (2)	CTS6650 Fashion Studies 3K ..... (2)
Financial Management		
CTS4601 Financial Management 1E .... (1)	CTS5601 Financial Management 2E .... (1)	CTS6601 Financial Management 3E ..... (1)
CTS4602 Financial Management 1F .... (2)	CTS5602 Financial Management 2F ..... (2)	CTS6602 Financial Management 3F ..... (2)
CTS4603 Financial Management 1A .... (3)	CTS5603 Financial Management 2A .... (3)	CTS6603 Financial Management 3A ..... (3)
CTS4604 Financial Management 1B .... (4)	CTS5604 Financial Management 2B .... (4)	CTS6604 Financial Management 3B ..... (4)
CTS4605 Financial Management 1C .... (5)	CTS5605 Financial Management 2C .... (5)	CTS6605 Financial Management 3C ..... (5)
CTS4606 Financial Management 1D .... (6)	CTS5606 Financial Management 2D .... (6)	CTS6606 Financial Management 3D ..... (6)
CTS4609 Financial Management 1J .... (1)	CTS5609 Financial Management 2J ..... (1)	CTS6609 Financial Management 3J ..... (1)
CTS4610 Financial Management 1K .... (2)	CTS5610 Financial Management 2K .... (2)	CTS6610 Financial Management 3K ..... (2)

(continued)

[1] Schools reporting credits in CTS courses should not be reporting credits in the practical arts (business education, home economics, industrial arts and vocational education). For example, credits are not to be reported for both financial management and accounting. Refer to Appendix 7 to determine which course code should be used when reporting student achievement to Alberta Education.

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Grade 10	Grade 11	Grade 12
CAREER AND TECHNOLOGY STUDIES[1] (continued)		
Foods		
CTS4531 Foods 1E ... (1)	CTS5531 Foods 2E ... (1)	CTS6531 Foods 3E ... (1)
CTS4532 Foods 1F ... (2)	CTS5532 Foods 2F ... (2)	CTS6532 Foods 3F ... (2)
CTS4533 Foods 1A ... (3)	CTS5533 Foods 2A ... (3)	CTS6533 Foods 3A ... (3)
CTS4534 Foods 1B ... (4)	CTS5534 Foods 2B ... (4)	CTS6534 Foods 3B ... (4)
CTS4535 Foods 1C ... (5)	CTS5535 Foods 2C ... (5)	CTS6535 Foods 3C ... (5)
CTS4536 Foods 1D ... (6)	CTS5536 Foods 2D ... (6)	CTS6536 Foods 3D ... (6)
CTS4537 Foods 1G ... (3)	CTS5537 Foods 2G ... (3)	CTS6537 Foods 3G ... (5)
CTS4538 Foods 1H ... (5)	CTS5538 Foods 2H ... (5)	CTS6538 Foods 3H ... (5)
CTS4539 Foods 1J ... (1)	CTS5539 Foods 2J ... (1)	CTS6539 Foods 3J ... (1)
CTS4540 Foods 1K ... (2)	CTS5540 Foods 2K ... (2)	CTS6540 Foods 3K ... (2)
Forestry		
CTS4721 Forestry 1E ... (1)	CTS5721 Forestry 2E ... (1)	CTS6721 Forestry 3E ... (1)
CTS4722 Forestry 1F ... (2)	CTS5722 Forestry 2F ... (2)	CTS6722 Forestry 3F ... (2)
CTS4723 Forestry 1A ... (3)	CTS5723 Forestry 2A ... (3)	CTS6723 Forestry 3A ... (3)
CTS4724 Forestry 1B ... (4)	CTS5724 Forestry 2B ... (4)	CTS6724 Forestry 3B ... (4)
CTS4725 Forestry 1C ... (5)	CTS5725 Forestry 2C ... (5)	CTS6725 Forestry 3C ... (5)
CTS4726 Forestry 1D ... (6)	CTS5726 Forestry 2D ... (6)	CTS6726 Forestry 3D ... (6)
CTS4729 Forestry 1J ... (1)	CTS5729 Forestry 2J ... (1)	CTS6729 Forestry 3J ... (1)
CTS4730 Forestry 1K ... (2)	CTS5730 Forestry 2K ... (2)	CTS6730 Forestry 3K ... (2)
Information Processing		
CTS4611 Information Processing 1E ... (1)	CTS5611 Information Processing 2E ... (1)	CTS6611 Information Processing 3E ... (1)
CTS4612 Information Processing 1F ... (2)	CTS5612 Information Processing 2F ... (2)	CTS6612 Information Processing 3F ... (2)
CTS4613 Information Processing 1A ... (3)	CTS5613 Information Processing 2A ... (3)	CTS6613 Information Processing 3A ... (3)
CTS4614 Information Processing 1B ... (4)	CTS5614 Information Processing 2B ... (4)	CTS6614 Information Processing 3B ... (4)
CTS4615 Information Processing 1C ... (5)	CTS5615 Information Processing 2C ... (5)	CTS6615 Information Processing 3C ... (5)
CTS4616 Information Processing 1D ... (6)	CTS5616 Information Processing 2D ... (6)	CTS6616 Information Processing 3D ... (6)
CTS4617 Information Processing 1G ... (3)	CTS5617 Information Processing 2G ... (3)	CTS6617 Information Processing 3G ... (5)
CTS4618 Information Processing 1H ... (5)	CTS5618 Information Processing 2H ... (5)	CTS6618 Information Processing 3H ... (5)
CTS4619 Information Processing 1J ... (1)	CTS5619 Information Processing 2J ... (1)	CTS6619 Information Processing 3J ... (1)
CTS4620 Information Processing 1K ... (2)	CTS5620 Information Processing 2K ... (2)	CTS6620 Information Processing 3K ... (2)
Legal Studies		
CTS4551 Legal Studies 1E ... (1)	CTS5551 Legal Studies 2E ... (1)	CTS6551 Legal Studies 3E ... (1)
CTS4552 Legal Studies 1F ... (2)	CTS5552 Legal Studies 2F ... (2)	CTS6552 Legal Studies 3F ... (2)
CTS4553 Legal Studies 1A ... (3)	CTS5553 Legal Studies 2A ... (3)	CTS6553 Legal Studies 3A ... (3)
CTS4554 Legal Studies 1B ... (4)	CTS5554 Legal Studies 2B ... (4)	CTS6554 Legal Studies 3B ... (4)
CTS4555 Legal Studies 1C ... (5)	CTS5555 Legal Studies 2C ... (5)	CTS6555 Legal Studies 3C ... (5)
CTS4556 Legal Studies 1D ... (6)	CTS5556 Legal Studies 2D ... (6)	CTS6556 Legal Studies 3D ... (6)
CTS4559 Legal Studies 1J ... (1)	CTS5559 Legal Studies 2J ... (1)	CTS6559 Legal Studies 3J ... (1)
CTS4560 Legal Studies 1K ... (2)	CTS5560 Legal Studies 2K ... (2)	CTS6560 Legal Studies 3K ... (2)
Logistics		
CTS4753 Logistics 1E ... (1)	CTS5753 Logistics 2E ... (1)	CTS6753 Logistics 3E ... (1)
CTS4754 Logistics 1F ... (2)	CTS5754 Logistics 2F ... (2)	CTS6754 Logistics 3F ... (2)
CTS4755 Logistics 1A ... (3)	CTS5755 Logistics 2A ... (3)	CTS6755 Logistics 3A ... (3)
CTS4756 Logistics 1B ... (4)	CTS5756 Logistics 2B ... (4)	CTS6756 Logistics 3B ... (4)
CTS4757 Logistics 1C ... (5)	CTS5757 Logistics 2C ... (5)	CTS6757 Logistics 3C ... (5)
CTS4758 Logistics 1D ... (6)	CTS5758 Logistics 2D ... (6)	CTS6758 Logistics 3D ... (6)

(continued)

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Grade 10	Grade 11	Grade 12
CAREER AND TECHNOLOGY STUDIES[1] (continued)		
Management and Marketing		
CTS4591 Management and Marketing 1E (1)	CTS5591 Management and Marketing 2E (1)	CTS6591 Management and Marketing 3E (1)
CTS4592 Management and Marketing 1F (2)	CTS5592 Management and Marketing 2F (2)	CTS6592 Management and Marketing 3F (2)
CTS4593 Management and Marketing 1A (3)	CTS5593 Management and Marketing 2A (3)	CTS6593 Management and Marketing 3A (3)
CTS4594 Management and Marketing 1B (4)	CTS5594 Management and Marketing 2B (4)	CTS6594 Management and Marketing 3B (4)
CTS4595 Management and Marketing 1C (5)	CTS5595 Management and Marketing 2C (5)	CTS6595 Management and Marketing 3C (5)
CTS4596 Management and Marketing 1D (6)	CTS5596 Management and Marketing 2D (6)	CTS6596 Management and Marketing 3D (6)
CTS4597 Management and Marketing 1G (3)	CTS5597 Management and Marketing 2G (3)	CTS6597 Management and Marketing 3G (5)
CTS4598 Management and Marketing 1H (5)	CTS5598 Management and Marketing 2H (5)	CTS6598 Management and Marketing 3H (5)
CTS4599 Management and Marketing 1J (1)	CTS5599 Management and Marketing 2J (1)	CTS6599 Management and Marketing 3J (1)
CTS4600 Management and Marketing 1K (2)	CTS5600 Management and Marketing 2K (2)	CTS6600 Management and Marketing 3K (2)
Mechanics		
CTS4681 Mechanics 1E (1)	CTS5681 Mechanics 2E (1)	CTS6681 Mechanics 3E (1)
CTS4682 Mechanics 1F (2)	CTS5682 Mechanics 2F (2)	CTS6682 Mechanics 3F (2)
CTS4683 Mechanics 1A (3)	CTS5683 Mechanics 2A (3)	CTS6683 Mechanics 3A (3)
CTS4684 Mechanics 1B (4)	CTS5684 Mechanics 2B (4)	CTS6684 Mechanics 3B (4)
CTS4685 Mechanics 1C (5)	CTS5685 Mechanics 2C (5)	CTS6685 Mechanics 3C (5)
CTS4686 Mechanics 1D (6)	CTS5686 Mechanics 2D (6)	CTS6686 Mechanics 3D (6)
CTS4687 Mechanics 1G (3)	CTS5687 Mechanics 2G (3)	CTS6687 Mechanics 3G (5)
CTS4688 Mechanics 1H (5)	CTS5688 Mechanics 2H (5)	CTS6688 Mechanics 3H (5)
CTS4689 Mechanics 1J (1)	CTS5689 Mechanics 2J (1)	CTS6689 Mechanics 3J (1)
CTS4690 Mechanics 1K (2)	CTS5690 Mechanics 2K (2)	CTS6690 Mechanics 3K (2)
Tourism Studies		
CTS4561 Tourism Studies 1E (1)	CTS5561 Tourism Studies 2E (1)	CTS6561 Tourism Studies 3E (1)
CTS4562 Tourism Studies 1F (2)	CTS5562 Tourism Studies 2F (2)	CTS6562 Tourism Studies 3F (2)
CTS4563 Tourism Studies 1A (3)	CTS5563 Tourism Studies 2A (3)	CTS6563 Tourism Studies 3A (3)
CTS4564 Tourism Studies 1B (4)	CTS5564 Tourism Studies 2B (4)	CTS6564 Tourism Studies 3B (4)
CTS4565 Tourism Studies 1C (5)	CTS5565 Tourism Studies 2C (5)	CTS6565 Tourism Studies 3C (5)
CTS4566 Tourism Studies 1D (6)	CTS5566 Tourism Studies 2D (6)	CTS6566 Tourism Studies 3D (6)
CTS4567 Tourism Studies 1G (3)	CTS5567 Tourism Studies 2G (3)	CTS6567 Tourism Studies 3G (5)
CTS4568 Tourism Studies 1H (5)	CTS5568 Tourism Studies 2H (5)	CTS6568 Tourism Studies 3H (5)
CTS4569 Tourism Studies 1J (1)	CTS5569 Tourism Studies 2J (1)	CTS6569 Tourism Studies 3J (1)
CTS4570 Tourism Studies 1K (2)	CTS5570 Tourism Studies 2K (2)	CTS6570 Tourism Studies 3K (2)
Wildlife		
CTS4731 Wildlife 1E (1)	CTS5731 Wildlife 2E (1)	CTS6731 Wildlife 3E (1)
CTS4732 Wildlife 1F (2)	CTS5732 Wildlife 2F (2)	CTS6732 Wildlife 3F (2)
CTS4733 Wildlife 1A (3)	CTS5733 Wildlife 2A (3)	CTS6733 Wildlife 3A (3)
CTS4734 Wildlife 1B (4)	CTS5734 Wildlife 2B (4)	CTS6734 Wildlife 3B (4)
CTS4735 Wildlife 1C (5)	CTS5735 Wildlife 2C (5)	CTS6735 Wildlife 3C (5)
CTS4736 Wildlife 1D (6)	CTS5736 Wildlife 2D (6)	CTS6736 Wildlife 3D (6)
CTS4743 Wildlife 1J (1)	CTS5743 Wildlife 2J (1)	CTS6743 Wildlife 3J (1)
CTS4744 Wildlife 1K (2)	CTS5744 Wildlife 2K (2)	CTS6744 Wildlife 3K (2)

(continued)

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Grade 10	Grade 11	Grade 12
FINE ARTS		
FNA1400 Art 10 ..... (3) (4) (5)	FNA2400 Art 20 ..... (3) (4) (5)	FNA3400 Art 30 ..... (5)
FNA1405 Art 11..... (3) (4) (5)	FNA2405 Art 21 ..... (3) (4) (5)	FNA3405 Art 31..... (5)
FNA1410 Drama 10 ..... (3) (5)	FNA2410 Drama 20 ..... (3) (5)	FNA3410 Drama 30 ..... (5)
FNA1420 Choral Music 10 ..... (3) (5)	FNA2420 Choral Music 20 ..... (3) (5)	FNA3420 Choral Music 30 ..... (5)
FNA1424 General Music 10 ..... (3) (5)	FNA2424 General Music 20 ..... (3) (5)	FNA3424 General Music 30 ..... (3) (5)
FNA1425 Instrumental Music 10 .... (3) (5)	FNA2425 Instrumental Music 20 .... (3) (5)	FNA3425 Instrumental Music 30 ..... (5)
SOCIAL SCIENCES		
	SSN2155 Political Thinking 20 ..... (3)	
	SSN2156 Comparative Government 20 ..... (3)	
	SSN2160 Religious Ethics 20 ..... (3)	
	SSN2161 Religious Meanings 20 ..... (3)	
	SSN2166 Local and Canadian Geography 20 ..... (3)	
	SSN2171 Personal Psychology 20 ..... (3)	
	SSN2172 General Psychology 20 ..... (3)	
	SSN2176 General Sociology 20 ..... (3)	
	SSN2177 Sociological Institutions 20 ..... (3)	
	SSN2181 Origins of Western Philosophy 20 ..... (3)	
	SSN2182 Contemporary Western Philosophy 20 ..... (3)	
	SSN2185 Western Canadian History 20 ..... (3)	
	SSN2186 Canadian History 20 ..... (3)	
	SSN2187 Economics for Consumers 20 ..... (3)	
		SSN3156 International Politics 30 ..... (3)
		SSN3161 World Religions 30 ..... (3)
		SSN3166 World Geography 30..... (3)
		SSN3171 Experimental Psychology 30 ..... (3)
		SSN3175 Cultural and Physical Anthropology 30 ..... (3)
		SSN3176 Applied Sociology 30 ..... (3)
		SSN3182 Philosophies of Man 30 ..... (3)
		SSN3183 Microeconomics 30..... (3)
		SSN3185 Western World History 30..... (3)
		SSN3194 Macroeconomics 30..... (3)
OTHER INSTRUCTION		
OTH1998 Work Experience 15❶	OTH2998 Work Experience 25❶	OTH3998 Work Experience 35❶
OTH1999 Special Projects 10 .....(3) (5)	OTH2999 Special Projects 20.....(3) (5)	OTH3999 Special Projects 30 .....(3) (5)

(continued)

❶ Each course, at each level, may be offered for 3, 4, 5, 6, 7, 8, 9 or 10 credits. Beginning in the 1994–1995 school year, the maximum total that can be credited toward the 100-credit graduation requirement is 15 credits. The waiver prerequisite provision does not apply to work experience courses.

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Grade 10	Grade 11	Grade 12
INTEGRATED OCCUPATIONAL PROGRAM		
Academic Component		
IOP1119 English 16 ..... (3) IOP1159 Social Studies 16..... (3) IOP1226 Mathematics 16..... (3) IOP1291 Science 16 ..... (3)	IOP2119 English 26 ..... (3) IOP2159 Social Studies 26 ..... (3) IOP2226 Mathematics 26..... (3) IOP2291 Science 26 ..... (3)	IOP3119 English 36..... (3)
Occupational Component		
a) Agribusiness		
IOP1801 Agricultural Production 16 .....(3) (5) IOP1802 Agricultural Mechanics 16 .....(3) (5) IOP1915 Horticultural Services 16.....(3) (5)	IOP2801 Agricultural Production 26 ..... (10) IOP2802 Agricultural Mechanics 26 ..... (10) IOP2915 Horticultural Services 26..... (10)	IOP3801 Agricultural Production 36..... (10) IOP3802 Agricultural Mechanics 36..... (10) IOP3915 Horticultural Services 36 ..... (10)
b) Business and Office Operations		
IOP1546 Business Services 16 .....(3) (5) IOP1547 Office Services 16 .....(3) (5)	IOP2546 Business Services 26..... (10) IOP2547 Office Services 26..... (10)	IOP3546 Business Services 36 ..... (10) IOP3547 Office Services 36 ..... (10)
c) Construction and Fabrication		
IOP1847 Building Services 16.....(3) (5) IOP1851 Construction Services 16.....(3) (5)	IOP2847 Building Services 26..... (10) IOP2851 Construction Services 26 ..... (10)	IOP3847 Building Services 36 ..... (10) IOP3851 Construction Services 36..... (10)
d) Creative Arts		
IOP1407 Crafts and Arts 16 .....(3) (5) IOP1408 Technical Arts 16 .....(3) (5)	IOP2407 Crafts and Arts 26 ..... (10) IOP2408 Technical Arts 26 ..... (10)	IOP3407 Crafts and Arts 36..... (10) IOP3408 Technical Arts 36..... (10)
e) Natural Resources		
IOP1941 Natural Resource Services 16.....(3) (5)	IOP2941 Natural Resource Services 26..... (10)	IOP3941 Natural Resource Services 36..... (10)
f) Personal and Public Services		
IOP1602 Child and Health Care 16 .....(3) (5) IOP1603 Esthetology 16 .....(3) (5) IOP1831 Hair Care 16.....(3) (5) IOP1877 Fashion and Fabric Services 16 .....(3) (5)	IOP2602 Child and Health Care 26..... (10) IOP2603 Esthetology 26 ..... (10) IOP2831 Hair Care 26 ..... (10) IOP2877 Fashion and Fabric Services 26 ..... (10)	IOP3602 Child and Health Care 36 ..... (10) IOP3603 Esthetology 36 ..... (10) IOP3831 Hair Care 36 ..... (10) IOP3877 Fashion and Fabric Services 36 ..... (10)
g) Tourism and Hospitality		
IOP1632 Commercial Food Preparation 16.....(3) (5) IOP1633 Food Services 16 .....(3) (5) IOP1634 Maintenance and Hospitality Services 16 .....(3) (5)	IOP2632 Commercial Food Preparation 26..... (10) IOP2633 Food Services 26 ..... (10) IOP2634 Maintenance and Hospitality Services 26 ..... (10)	IOP3632 Commercial Food Preparation 36..... (10) IOP3633 Food Services 36 ..... (10) IOP3634 Maintenance and Hospitality Services 36 ..... (10)
h) Transportation		
IOP1747 Automotive Services 16 (3) (5) IOP1748 Service Station Services 16 .....(3) (5) IOP1749 Warehouse Services 16 ..(3) (5)	IOP2747 Automotive Services 26..... (10) IOP2748 Service Station Services 26 ..... (10) IOP2749 Warehouse Services 26 .... (10)	IOP3747 Automotive Services 36 ..... (10) IOP3748 Service Station Services 36 ..... (10) IOP3749 Warehouse Services 36 ..... (10)

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Appendix 3

Locally Developed/Acquired and Authorized Senior High School Only, Complementary Courses[1]

The *Locally Developed/Acquired and Authorized Junior and Senior High School Complementary Courses* policy, and related procedures, can be found in the *Alberta Education Policy, Regulations and Forms Manual.*

Prior to submitting a course outline to the school authority for approval, the course outline will be forwarded to the Director, Curriculum Standards Branch for review regarding overlap with provincially authorized curriculum. The review documentation, along with the course outline, shall be filed with the school authority as it considers course approval.

School authorities shall then forward all completed authorizations and course outlines of credit courses (including second language courses) to the Director, Curriculum Standards Branch by May 31 for implementation in the first semester of the following school year, or by December 31 for implementation in the second semester of the same school year. Alberta Education will keep these on file and maintain a locally developed/acquired courses database.

All school authorities wishing to continue offering a locally authorized course shall reauthorize their locally developed/acquired courses or programs every three years. Reauthorizations do not require a review for overlap by the Curriculum Standards Branch.

School authorities will inform the Director, Curriculum Standards Branch of all locally developed/acquired course reauthorizations (including second language courses). New board motions for these reauthorizations will also be forwarded to the Director, Curriculum Standards Branch for all courses (including second language courses).

[1] The waiver prerequisite provision does not apply to any locally developed/acquired and authorized senior high school complementary courses.

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Grade 10	Grade 11	Grade 12

Note: The following locally developed/acquired and authorized senior high school complementary courses are NOT to be offered by schools unless prior authorization has been obtained from the local school authority, or Alberta Education in the case of Religious Studies.

CULTURES AND SECOND LANGUAGES

LDC1378 American Sign Language 15 (5)	LDC2378 American Sign Language 25 (5)	LDC3378 American Sign Language 35 ... (5)
LDC1316 Arabic 15 ... (5)	LDC2316 Arabic 25 ... (5)	LDC3316 Arabic 35 ... (5)
LDC1326 Arabic Language Arts 15 ... (5)	LDC2326 Arabic Language Arts 25 ... (5)	LDC3326 Arabic Language Arts 35 ... (5)
LDC1371 Blackfoot 15 ... (5)	LDC2371 Blackfoot 25 ... (5)	LDC3371 Blackfoot 35 ... (5)
LDC1189 Blackfoot Studies 15 ... (5)		
LDC1372 Chinese 15 ... (5)	LDC2372 Chinese 25 ... (5)	LDC3372 Chinese 35 ... (5)
LDC1328 Chinese (Cantonese) Language Arts 15 ... (5)	LDC2328 Chinese (Cantonese) Language Arts 25 ... (5)	LDC3328 Chinese (Cantonese) Language Arts 35 ... (5)
LDC1327 Chinese (Mandarin) Language Arts 15 ... (5)	LDC2327 Chinese (Mandarin) Language Arts 25 ... (5)	LDC3327 Chinese (Mandarin) Language Arts 35 ... (5)
LDC1377 Chinese Studies 15 ... (5)	LDC2377 Chinese Studies 25 ... (5)	LDC3377 Chinese Studies 35 ... (5)
LDC1370 Cree 15 ... (5)	LDC2370 Cree 25 ... (5)	LDC3370 Cree 35 ... (5)
		LDC3178 Deaf Studies 35 ... (5)
LDC1320 German Literature 15 ... (5)	LDC2320 German Literature 25 ... (5)	LDC3320 German Literature 35 ... (5)
LDC1319 Greek 15 ... (5)	LDC2319 Greek 25 ... (5)	LDC3319 Greek 35 ... (5)
LDC1375 Hebrew 15 ... (5)	LDC2375 Hebrew 25 ... (5)	LDC3375 Hebrew 35 ... (5)
LDC1321 Hungarian 15 ... (5)	LDC2321 Hungarian 25 ... (5)	LDC3321 Hungarian 35 ... (5)
LDC1141 Introduction to Modern Languages 15 ... (3) (5)		
LDC1373 Japanese 15 ... (5)	LDC2373 Japanese 25 ... (5)	LDC3373 Japanese 35 ... (5)
LDC1332 Polish 15 ... (5)	LDC2332 Polish 25 ... (5)	LDC3332 Polish 35 ... (5)
LDC1333 Portuguese 15 ... (5)	LDC2333 Portuguese 25 ... (5)	LDC3333 Portuguese 35 ... (5)
LDC1344 Spanish 15 ... (5)	LDC2344 Spanish 25 ... (5)	LDC3344 Spanish 35 ... (5)
LDC1318 Swedish 15 ... (5)	LDC2318 Swedish 25 ... (5)	LDC3318 Swedish 35 ... (5)
LDC1324 Swedish Studies 15 ... (5)	LDC2324 Swedish Studies 25 ... (5)	LDC3324 Swedish Studies 35 ... (5)

SCIENCE

	LDC2276 Aeroscience 25 ... (5)	LDC3276 Aeroscience 35 ... (5) (10)
		LDC3233 Biology 35 ... (5)
LDC1257 Geology 15 ... (3)	LDC2257 Geology 25 ... (3)	
LDC1766 Global Environmental Science 15 ... (5)	LDC2766 Global Environmental Science 25 ... (5)	LDC3766 Global Environmental Science 35 ... (5)
LDC1753 Marine Biology 15 ... (5)	LDC2753 Marine Biology 25 ... (5)	
LDC1290 Science 15 ... (3) (5)	LDC2290 Science 25 ... (3) (5)	LDC3290 Science 35 ... (5)

SOCIAL SCIENCES

LDC1192 Asia Pacific Rim Studies 15 (3)	LDC2192 Asia Pacific Rim Studies 25 (5)	
	LDC2188 Global Studies 25 ... (5)	
LDC1198 Histoire et civilisation 15 ... (5)	LDC2198 Histoire et civilisation 25 ... (5)	LDC3198 Histoire et civilisation 35 ... (5)
LDC1199 Native Studies 15 ... (3)	LDC2199 Native Studies 25 ... (3) (5)	

PERSONAL DEVELOPMENT

LDC1146 Learning Strategies 15 ... (3) (5)	LDC2146 Learning Strategies 25 ... (3) (5)	LDC3146 Learning Strategies 35 ... (3) (5)
	LDC2457 Outdoor Education 25 ... (5)	
LDC1456 Outdoor Leadership 15 ... (5)	LDC2456 Outdoor Leadership 25 ... (5)	LDC3456 Outdoor Leadership 35 ... (5)
LDC1455 Outdoor Living 15 ... (3)	LDC2455 Outdoor Living 25 ... (3) (4) (5)	
		LDC3004 Parenting: You and Your Child 35 ... (3) (4) (5)
		LDC3977 Peer Coaching 35 ... (5)
LDC1437 Perspectives for Living 15 ... (3) (5)		
LDC1460 Religious Studies 15 ... (3) (5)	LDC2460 Religious Studies 25 ... (3) (5)	LDC3460 Religious Studies 35 ... (3) (5)
LDC1451 Sport Psychology 15 ... (5)	LDC2451 Sport Psychology 25 ... (5)	
LDC1813 Sports Medicine 15 ... (5)	LDC2813 Sports Medicine 25 ... (5)	LDC3813 Sports Medicine 35 ... (5)
		LDC3438 Women's Studies 35 ... (5)

(continued)

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Grade 10	Grade 11	Grade 12
Note: The following locally developed/acquired and authorized senior high school complementary courses are NOT to be offered by schools unless prior authorization has been obtained from the local school authority, or Alberta Education in the case of Religious Studies.		
INTERNATIONAL BACCALAUREATE (IB)❶		
LDC1232 Biology 15 (IB).....(3)	LDC2232 Biology 25 (IB)..... (3)	LDC3232 Biology 35 (IB).....(3) (5)
LDC1241 Chemistry 15 (IB).....(3)	LDC2241 Chemistry 25 (IB)..... (3)	LDC3241 Chemistry 35 (IB).....(3) (5)
	LDC2005 Computer Science 25 (IB) ... (5)	LDC3005 Computer Science 35A (IB)... (5)
		LDC3006 Computer Science 35B (IB)... (3)
		LDC3110 English 35 (IB)..... (5)
	LDC2147 Extended Essay 25 (IB)..... (3)	
LDC1262 Physics 15 (IB) .....(3)	LDC2262 Physics 25 (IB) ..... (3)	LDC3262 Physics 35 (IB) .....(3) (5)
		LDC3152 Theory of Knowledge 35 (IB) (3)
ADVANCED PLACEMENT (A.P.)		
		LDC3217 Mathematics 35 (A.P.)..... (3)
FINE ARTS		
LDC1975 Advanced Acting/ Touring Theatre 15.....(3) (5)	LDC2975 Advanced Acting/ Touring Theatre 25 .....(3) (5)	LDC3975 Advanced Acting/ Touring Theatre 35 ..... (3) (5)
LDC1404 Art 15.....(5)		
LDC1412 Ballet 15 .....(5)	LDC2412 Ballet 25 ..... (5)	LDC3412 Ballet 35 ..... (5)
LDC1413 Dance 15.....(3) (5)	LDC2413 Dance 25..... (5)	LDC3413 Dance 35..... (5)
LDC1427 Music 15..... (3) (4) (5)	LDC2427 Music 25.....(3) (4) (5)	LDC3427 Music 35..... (5)
LDC1979 Musical Theatre 15.....(3) (5)	LDC2979 Musical Theatre 25 .....(3) (5)	LDC3979 Musical Theatre 35 ..... (3) (5)
LDC1944 Performing Arts 15.....(5)	LDC2944 Performing Arts 25a..... (5)	LDC3944 Performing Arts 35a..... (5)
	LDC2945 Performing Arts 25b..... (5)	LDC3945 Performing Arts 35b..... (5)
	LDC2946 Performing Arts 25c..... (5)	LDC3946 Performing Arts 35c..... (5)
LDC1971 Television Arts 15.....(3) (5)		
LDC1943 Theatre Arts 15.....(5)	LDC2943 Theatre Arts 25 ..... (5)	LDC3943 Theatre Arts 35 ..... (5)
PRACTICAL ARTS		
a) **Mechanics**		
	LDC2804 Aircraft Maintenance 25a ..... (5)	LDC3804 Aircraft Maintenance 35a ..... (5)
	LDC2805 Aircraft Maintenance 25b ..... (5)	LDC3805 Aircraft Maintenance 35b ..... (5)
	LDC2806 Aircraft Maintenance 25c ..... (5)	LDC3806 Aircraft Maintenance 35c ..... (5) (10)
LDC1828 Automotives 15..... (5) (10) (15)	LDC2828 Automotives 25 .....(5) (10) (15)	LDC3828 Automotives 35 .....(5) (10) (15) (20)
LDC1701 Car Care 15.....(5)	LDC2701 Car Care 25..... (5)	
b) **Construction and Fabrication**		
LDC1840 Building Construction 15 .....(5)	LDC2840 Building Construction 25 .....(5) (10) (15)	LDC3840 Building Construction 35 .....(5) (10) (15) (20)
LDC1842 Building Operations 15 .....(5) (10)	LDC2842 Building Operations 25 .....(5) (10) (15)	LDC3842 Building Operations 35 .....(5) (10) (15) (20)
LDC1841 Building Subtrades 15.....(5)	LDC2841 Building Subtrades 25 .....(5) (10) (15)	
LDC1844 Carpentry 15.....(5) (10)	LDC2844 Carpentry 25.....(5) (10) (15)	LDC3844 Carpentry 35 (5) (10) (15) (20)
LDC1984 Welding 15 .....(5) (10)	LDC2984 Welding 25 .....(5) (10) (15)	LDC3984 Welding 35 ....(5) (10) (15) (20)
c) **Creative Arts**		
LDC1852 Commercial Art 15.....(5)	LDC2848 Commercial Art 25a..... (5)	LDC3848 Commercial Art 35a..... (5)
	LDC2849 Commercial Art 25b..... (5)	LDC3849 Commercial Art 35b..... (5)
	LDC2850 Commercial Art 25c..... (5)	LDC3850 Commercial Art 35c..... (5) (10)
	LDC2868 Drafting 25.....(5) (10) (15)	LDC3868 Drafting 35.....(5) (10) (15)
		LDC3715 Drafting 34..... (5)

(continued)

❶ Locally developed/acquired courses approved to fulfill International Baccalaureate requirements are designated with the letters IB in parentheses. **Local school authorities offering the International Baccalaureate program are permitted to develop/acquire and authorize these courses. Only those schools offering the International Baccalaureate program are permitted to use these courses.**

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Note: The following locally developed/acquired and authorized senior high school complementary courses are NOT to be offered by schools unless prior authorization has been obtained from the local school authority, or Alberta Education in the case of Religious Studies.

PRACTICAL ARTS (continued)

c) Creative Arts (continued)

LDC1978 Photography 15 .....(5) (10)	LDC2978 Photography 25 .....(5) (10)	
LDC1987 Technical Theatre 15.....(3) (5)	LDC2987 Technical Theatre 25.....(3) (5)	LDC3987 Technical Theatre 35..... (3) (5)
	LDC2972 Television Crafts 25a..... (5)	LDC3972 Television Crafts 35a..... (5)
	LDC2973 Television Crafts 25b..... (5)	LDC3973 Television Crafts 35b..... (5)
	LDC2974 Television Crafts 25c..... (5)	LDC3974 Television Crafts 35c... (5) (10)

d) Clothing and Design

LDC1861 Fashion and Design 15.....(5)	LDC2861 Fashion and Design 25a..... (5)	LDC3861 Fashion and Design 35a..... (5)
	LDC2862 Fashion and Design 25b..... (5)	LDC3862 Fashion and Design 35b..... (5)
	LDC2863 Fashion and Design 25c..... (5)	LDC3863 Fashion and Design 35c .....(5) (10)
LDC1964 Sewing and Design 15.....(5) (10)	LDC2964 Sewing and Design 25.....(5) (10) (15)	LDC3964 Sewing and Design 35 .....(5) (10) (15) (20)
LDC1876 Fabricare Technology 15.....(5) (10)	LDC2876 Fabricare Technology 25.....(5) (10) (15)	LDC3876 Fabricare Technology 35 .....(5) (10) (15) (20)

e) Electricity–Electronics

LDC1884 Electricity 15.....(5) (10)	LDC2884 Electricity 25.....(5) (10) (15)	LDC3884 Electricity 35 (5) (10) (15) (20)
LDC1885 High Technology 15.....(3)	LDC2885 High Technology 25..... (3)	LDC3885 High Technology 35..... (5)

f) Personal Services

LDC1963 Health Services 15 .....(3)		

g) General

LDC1814 Automotive Parts Merchandising 15.....(5) (10)	LDC2814 Automotive Parts Merchandising 25..... (5) (10) (15) (20)	
LDC1900 Forestry 15 .....(5)		
LDC1535 General Business 15 .....(5)		
	LDC2996 Job Safety Skills 25..... (3)	
LDC1732 Practical Arts 15a .....(5)		
LDC1733 Practical Arts 15b .....(5)		
LDC1822 Service Station Operation and Management 15.....(5) (10)	LDC2822 Service Station Operation and Management 25..... (5) (10) (15) (20)	

INTEGRATED OCCUPATIONAL PROGRAM

a) Construction and Fabrication

LDC1985 Welding 15 (IOP).....(3) (5)	LDC2985 Welding 25 (IOP).....(5) (10)	LDC3985 Welding 35 (IOP)..... (10)
LDC1986 Welding/Machine Shop 15 (IOP) .....(3) (5)	LDC2986 Welding/Machine Shop 25 (IOP) .....(5) (10)	LDC3986 Welding/Machine Shop 35 (IOP)..... (10)

b) Personal and Public Services

LDC1807 Sports Equipment Repair 15 (IOP) .....(3) (5)	LDC2807 Sports Equipment Repair 25 (IOP) ..... (10)	LDC3807 Sports Equipment Repair 35 (IOP) ..... (10)

c) Tourism and Hospitality

LDC1756 Resort Operations 15 (IOP).....(3) (5)	LDC2756 Resort Operations 25 (IOP).....(5) (10)	LDC3756 Resort Operations 35 (IOP)..... (10)

d) Transportation

LDC1821 Auto Body Repair 15 (IOP) .....(3) (5)	LDC2821 Auto Body Repair 25 (IOP) .....(5) (10)	LDC3821 Auto Body Repair 35 (IOP) ..... (10)

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Appendix 4

Registered Apprenticeship Program (RAP)

The Registered Apprenticeship Program (RAP) is a program in which students spend part of their time in school and part in industry as registered apprentices in one of the designated trades. Students enrolled in RAP courses are counted as full-time high school students and as registered apprentices.

To enter the program, students must be in senior high school and meet the grade entrance requirement to the selected trade or pass the trade entrance examination. Students enrolling in RAP must be registered with both Alberta Education and the Apprenticeship and Trade Certification Branch, Alberta Advanced Education and Career Development.

Registered Apprenticeship Program courses are classified as locally developed courses. School jurisdictions intending to offer this program should refer to the following policy and service documents:

- *Off-campus Education* policy found in the *Alberta Education Policy, Regulations and Forms Manual*
- *Off-campus Education Guide for Administrators, Counsellors and Teachers*, 1995
- RAP Information Package—available through the Curriculum Standards Branch.

Grade 10	Grade 11	Grade 12
REGISTERED APPRENTICESHIP PROGRAM (RAP)		
RAP4164 Agricultural Mechanic 15.....(5)	RAP5164 Agricultural Mechanic 25a ... (5) RAP5165 Agricultural Mechanic 25b ... (5) RAP5166 Agricultural Mechanic 25c.... (5)	RAP6164 Agricultural Mechanic 35a ..... (5) RAP6165 Agricultural Mechanic 35b ..... (5) RAP6166 Agricultural Mechanic 35c ..... (5) RAP6167 Agricultural Mechanic 35d ..... (5)
RAP1659 Appliance Serviceman 15 .... (5)	RAP2659 Appliance Serviceman 25a .. (5) RAP2660 Appliance Serviceman 25b .. (5) RAP2661 Appliance Serviceman 25c .. (5)	RAP3659 Appliance Serviceman 35a .... (5) RAP3660 Appliance Serviceman 35b .... (5) RAP3661 Appliance Serviceman 35c .... (5) RAP3662 Appliance Serviceman 35d .... (5)
RAP1992 Auto Body Technician 15 ..... (5)	RAP2992 Auto Body Technician 25a... (5) RAP2993 Auto Body Technician 25b... (5) RAP2994 Auto Body Technician 25c... (5)	RAP3992 Auto Body Technician 35a..... (5) RAP3993 Auto Body Technician 35b..... (5) RAP3994 Auto Body Technician 35c..... (5) RAP3995 Auto Body Technician 35d..... (5)
RAP1762 Automotive Service Technician 15 .....(5)	RAP2762 Automotive Service Technician 25a ..... (5) RAP2763 Automotive Service Technician 25b ..... (5) RAP2764 Automotive Service Technician 25c ..... (5)	RAP3762 Automotive Service Technician 35a ..... (5) RAP3763 Automotive Service Technician 35b ..... (5) RAP3764 Automotive Service Technician 35c ..... (5) RAP3765 Automotive Service Technician 35d ..... (5)
RAP4100 Baker 15.....(5)	RAP5100 Baker 25a..... (5) RAP5101 Baker 25b..... (5) RAP5102 Baker 25c..... (5)	RAP6100 Baker 35a..... (5) RAP6101 Baker 35b..... (5) RAP6102 Baker 35c..... (5) RAP6103 Baker 35d..... (5)

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Grade 10	Grade 11	Grade 12
REGISTERED APPRENTICESHIP PROGRAM (RAP) (continued)		
RAP4168 Boilermaker 15.....(5)	RAP5168 Boilermaker 25a .....(5) RAP5169 Boilermaker 25b .....(5) RAP5170 Boilermaker 25c.....(5)	RAP6168 Boilermaker 35a .....(5) RAP6169 Boilermaker 35b .....(5) RAP6170 Boilermaker 35c.....(5) RAP6171 Boilermaker 35d .....(5)
RAP4172 Bricklayer 15 .....(5)	RAP5172 Bricklayer 25a.....(5) RAP5173 Bricklayer 25b.....(5) RAP5174 Bricklayer 25c.....(5)	RAP6172 Bricklayer 35a.....(5) RAP6173 Bricklayer 35b.....(5) RAP6174 Bricklayer 35c.....(5) RAP6175 Bricklayer 35d.....(5)
RAP4104 Cabinetmaker 15.....(5)	RAP5104 Cabinetmaker 25a .....(5) RAP5105 Cabinetmaker 25b .....(5) RAP5106 Cabinetmaker 25c .....(5)	RAP6104 Cabinetmaker 35a .....(5) RAP6105 Cabinetmaker 35b .....(5) RAP6106 Cabinetmaker 35c.....(5) RAP6107 Cabinetmaker 35d .....(5)
RAP4108 Carpenter 15.....(5)	RAP5108 Carpenter 25a.....(5) RAP5109 Carpenter 25b.....(5) RAP5110 Carpenter 25c.....(5)	RAP6108 Carpenter 35a.....(5) RAP6109 Carpenter 35b.....(5) RAP6110 Carpenter 35c.....(5) RAP6111 Carpenter 35d.....(5)
RAP4176 Cement Finisher 15.....(5)	RAP5176 Cement Finisher 25a .....(5) RAP5177 Cement Finisher 25b .....(5) RAP5178 Cement Finisher 25c.....(5)	RAP6176 Cement Finisher 35a .....(5) RAP6177 Cement Finisher 35b .....(5) RAP6178 Cement Finisher 35c.....(5) RAP6179 Cement Finisher 35d .....(5)
RAP4180 Communication Electrician 15 .....(5)	RAP5180 Communication Electrician 25a.....(5) RAP5181 Communication Electrician 25b.....(5) RAP5182 Communication Electrician 25c.....(5)	RAP6180 Communication Electrician 35a.....(5) RAP6181 Communication Electrician 35b.....(5) RAP6182 Communication Electrician 35c.....(5) RAP6183 Communication Electrician 35d.....(5)
RAP4112 Cook 15 .....(5)	RAP5112 Cook 25a .....(5) RAP5113 Cook 25b.....(5) RAP5114 Cook 25c .....(5)	RAP6112 Cook 35a .....(5) RAP6113 Cook 35b.....(5) RAP6114 Cook 35c .....(5) RAP6115 Cook 35d .....(5)
RAP4184 Crane and Hoisting Equipment Operator 15.....(5)	RAP5184 Crane and Hoisting Equipment Operator 25a.....(5) RAP5185 Crane and Hoisting Equipment Operator 25b.....(5) RAP5186 Crane and Hoisting Equipment Operator 25c.....(5)	RAP6184 Crane and Hoisting Equipment Operator 35a.....(5) RAP6185 Crane and Hoisting Equipment Operator 35b.....(5) RAP6186 Crane and Hoisting Equipment Operator 35c.....(5) RAP6187 Crane and Hoisting Equipment Operator 35d.....(5)
RAP4116 Electrical Rewind Mechanic 15.....(5)	RAP5116 Electrical Rewind Mechanic 25a .....(5) RAP5117 Electrical Rewind Mechanic 25b .....(5) RAP5118 Electrical Rewind Mechanic 25c .....(5)	RAP6116 Electrical Rewind Mechanic 35a .....(5) RAP6117 Electrical Rewind Mechanic 35b .....(5) RAP6118 Electrical Rewind Mechanic 35c .....(5) RAP6119 Electrical Rewind Mechanic 35d .....(5)
RAP1758 Electrician 15 .....(5)	RAP2758 Electrician 25a.....(5) RAP2759 Electrician 25b.....(5) RAP2760 Electrician 25c.....(5)	RAP3758 Electrician 35a .....(5) RAP3759 Electrician 35b.....(5) RAP3760 Electrician 35c .....(5) RAP3761 Electrician 35d .....(5)
RAP1651 Electronic Technician 15 .....(5)	RAP2651 Electronic Technician 25a....(5) RAP2652 Electronic Technician 25b....(5) RAP2653 Electronic Technician 25c....(5)	RAP3651 Electronic Technician 35a...(5) RAP3652 Electronic Technician 35b...(5) RAP3653 Electronic Technician 35c...(5) RAP3654 Electronic Technician 35d...(5)

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Grade 10	Grade 11	Grade 12
REGISTERED APPRENTICESHIP PROGRAM (RAP) (continued)		
RAP4256 Elevator Constructor 15 .....(5)	RAP5256 Elevator Constructor 25a .....(5) RAP5257 Elevator Constructor 25b .....(5) RAP5258 Elevator Constructor 25c .....(5)	RAP6256 Elevator Constructor 35a .....(5) RAP6257 Elevator Constructor 35b .....(5) RAP6258 Elevator Constructor 35c .....(5) RAP6259 Elevator Constructor 35d .....(5)
RAP4120 Floorcovering Installer 15.....(5)	RAP5120 Floorcovering Installer 25a...(5) RAP5121 Floorcovering Installer 25b...(5) RAP5122 Floorcovering Installer 25c...(5)	RAP6120 Floorcovering Installer 35a..(5) RAP6121 Floorcovering Installer 35b..(5) RAP6122 Floorcovering Installer 35c..(5) RAP6123 Floorcovering Installer 35d..(5)
RAP4124 Gasfitter 15 .....(5)	RAP5124 Gasfitter 25a.....(5) RAP5125 Gasfitter 25b.....(5) RAP5126 Gasfitter 25c.....(5)	RAP6124 Gasfitter 35a.....(5) RAP6125 Gasfitter 35b.....(5) RAP6126 Gasfitter 35c.....(5) RAP6127 Gasfitter 35d.....(5)
RAP4128 Glassworker 15 .....(5)	RAP5128 Glassworker 25a.....(5) RAP5129 Glassworker 25b.....(5) RAP5130 Glassworker 25c.....(5)	RAP6128 Glassworker 35a.....(5) RAP6129 Glassworker 35b.....(5) RAP6130 Glassworker 35c.....(5) RAP6131 Glassworker 35d.....(5)
RAP1853 Hairstylist 15 .....(5)	RAP2853 Hairstylist 25a.....(5) RAP2854 Hairstylist 25b.....(5) RAP2855 Hairstylist 25c.....(5)	RAP3853 Hairstylist 35a.....(5) RAP3854 Hairstylist 35b.....(5) RAP3855 Hairstylist 35c.....(5) RAP3856 Hairstylist 35d.....(5)
RAP1988 Heavy Equipment Technician 15.....(5)	RAP2988 Heavy Equipment Technician 25a .....(5) RAP2989 Heavy Equipment Technician 25b .....(5) RAP2990 Heavy Equipment Technician 25c .....(5)	RAP3988 Heavy Equipment Technician 35a .....(5) RAP3989 Heavy Equipment Technician 35b .....(5) RAP3990 Heavy Equipment Technician 35c .....(5) RAP3991 Heavy Equipment Technician 35d .....(5)
RAP4132 Instrument Mechanic 15.....(5)	RAP5132 Instrument Mechanic 25a ....(5) RAP5133 Instrument Mechanic 25b ....(5) RAP5134 Instrument Mechanic 25c.....(5)	RAP6132 Instrument Mechanic 35a....(5) RAP6133 Instrument Mechanic 35b....(5) RAP6134 Instrument Mechanic 35c....(5) RAP6135 Instrument Mechanic 35d....(5)
RAP4136 Insulator 15.....(5)	RAP5136 Insulator 25a.....(5) RAP5137 Insulator 25b.....(5) RAP5138 Insulator 25c.....(5)	RAP6136 Insulator 35a.....(5) RAP6137 Insulator 35b.....(5) RAP6138 Insulator 35c.....(5) RAP6139 Insulator 35d.....(5)
RAP4188 Ironworker 15.....(5)	RAP5188 Ironworker 25a.....(5) RAP5189 Ironworker 25b.....(5) RAP5190 Ironworker 25c.....(5)	RAP6188 Ironworker 35a.....(5) RAP6189 Ironworker 35b.....(5) RAP6190 Ironworker 35c.....(5) RAP6191 Ironworker 35d.....(5)
RAP4192 Landscape Gardener 15.....(5)	RAP5192 Landscape Gardener 25a ....(5) RAP5193 Landscape Gardener 25b ....(5) RAP5194 Landscape Gardener 25c ....(5)	RAP6192 Landscape Gardener 35a ...(5) RAP6193 Landscape Gardener 35b ...(5) RAP6194 Landscape Gardener 35c ...(5) RAP6195 Landscape Gardener 35d ...(5)

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Grade 10	Grade 11	Grade 12
REGISTERED APPRENTICESHIP PROGRAM (RAP) (continued)		
RAP4196 Lather/Interior Systems Mechanic 15.....(5)	RAP5196 Lather/Interior Systems Mechanic 25a.....(5) RAP5197 Lather/Interior Systems Mechanic 25b.....(5) RAP5198 Lather/Interior Systems Mechanic 25c.....(5)	RAP6196 Lather/Interior Systems Mechanic 35a.....(5) RAP6197 Lather/Interior Systems Mechanic 35b.....(5) RAP6198 Lather/Interior Systems Mechanic 35c.....(5) RAP6199 Lather/Interior Systems Mechanic 35d.....(5)
RAP4260 Locksmith 15.....(5)	RAP5260 Locksmith 25a.....(5) RAP5261 Locksmith 25b.....(5) RAP5262 Locksmith 25c.....(5)	RAP6260 Locksmith 35a.....(5) RAP6261 Locksmith 35b.....(5) RAP6262 Locksmith 35c.....(5) RAP6263 Locksmith 35d.....(5)
RAP4140 Machinist 15.....(5)	RAP5140 Machinist 25a.....(5) RAP5141 Machinist 25b.....(5) RAP5142 Machinist 25c.....(5)	RAP6140 Machinist 35a.....(5) RAP6141 Machinist 35b.....(5) RAP6142 Machinist 35c.....(5) RAP6143 Machinist 35d.....(5)
RAP4144 Millwright 15.....(5)	RAP5144 Millwright 25a.....(5) RAP5145 Millwright 25b.....(5) RAP5146 Millwright 25c.....(5)	RAP6144 Millwright 35a.....(5) RAP6145 Millwright 35b.....(5) RAP6146 Millwright 35c.....(5) RAP6147 Millwright 35d.....(5)
RAP1646 Motorcycle Mechanic 15.....(5)	RAP2646 Motorcycle Mechanic 25a....(5) RAP2647 Motorcycle Mechanic 25b....(5) RAP2648 Motorcycle Mechanic 25c ...(5)	RAP3646 Motorcycle Mechanic 35a...(5) RAP3647 Motorcycle Mechanic 35b...(5) RAP3648 Motorcycle Mechanic 35c...(5) RAP3649 Motorcycle Mechanic 35d...(5)
RAP4148 Painter and Decorator 15.....(5)	RAP5148 Painter and Decorator 25a...(5) RAP5149 Painter and Decorator 25b...(5) RAP5150 Painter and Decorator 25c...(5)	RAP6148 Painter and Decorator 35a..(5) RAP6149 Painter and Decorator 35b..(5) RAP6150 Painter and Decorator 35c..(5) RAP6151 Painter and Decorator 35d..(5)
RAP1655 Partsman 15 .....(5)	RAP2655 Partsman 25a.....(5) RAP2656 Partsman 25b.....(5) RAP2657 Partsman 25c.....(5)	RAP3655 Partsman 35a.....(5) RAP3656 Partsman 35b.....(5) RAP3657 Partsman 35c.....(5) RAP3658 Partsman 35d.....(5)
RAP4200 Plasterer 15 .....(5)	RAP5200 Plasterer 25a.....(5) RAP5201 Plasterer 25b.....(5) RAP5202 Plasterer 25c.....(5)	RAP6200 Plasterer 35a.....(5) RAP6201 Plasterer 35b.....(5) RAP6202 Plasterer 35c.....(5) RAP6203 Plasterer 35d.....(5)
RAP4152 Plumber 15 .....(5)	RAP5152 Plumber 25a.....(5) RAP5153 Plumber 25b.....(5) RAP5154 Plumber 25c.....(5)	RAP6152 Plumber 35a.....(5) RAP6153 Plumber 35b.....(5) RAP6154 Plumber 35c.....(5) RAP6155 Plumber 35d.....(5)
RAP4204 Power Lineman 15 .....(5)	RAP5204 Power Lineman 25a.....(5) RAP5205 Power Lineman 25b.....(5) RAP5206 Power Lineman 25c.....(5)	RAP6204 Power Lineman 35a.....(5) RAP6205 Power Lineman 35b.....(5) RAP6206 Power Lineman 35c.....(5) RAP6207 Power Lineman 35d.....(5)
RAP4208 Power System Electrician 15 .....(5)	RAP5208 Power System Electrician 25a.....(5) RAP5209 Power System Electrician 25b.....(5) RAP5210 Power System Electrician 25c.....(5)	RAP6208 Power System Electrician 35a.....(5) RAP6209 Power System Electrician 35b.....(5) RAP6210 Power System Electrician 35c.....(5) RAP6211 Power System Electrician 35d.....(5)

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Grade 10	Grade 11	Grade 12
REGISTERED APPRENTICESHIP PROGRAM (RAP) (continued)		
RAP4212 Printing and Graphic Arts Craftsman 15 ..... (5)	RAP5212 Printing and Graphic Arts Craftsman 25a .....(5) RAP5213 Printing and Graphic Arts Craftsman 25b .....(5) RAP5214 Printing and Graphic Arts Craftsman 25c .....(5)	RAP6212 Printing and Graphic Arts Craftsman 35a .....(5) RAP6213 Printing and Graphic Arts Craftsman 35b .....(5) RAP6214 Printing and Graphic Arts Craftsman 35c.....(5) RAP6215 Printing and Graphic Arts Craftsman 35d .....(5)
RAP4216 Projectionist 15 ..... (5)	RAP5216 Projectionist 25a .....(5) RAP5217 Projectionist 25b .....(5) RAP5218 Projectionist 25c.....(5)	RAP6216 Projectionist 35a ..... (5) RAP6217 Projectionist 35b ..... (5) RAP6218 Projectionist 35c..... (5) RAP6219 Projectionist 35d ..... (5)
RAP4280 Recreation Vehicle Mechanic 15..... (5)	RAP5280 Recreation Vehicle Mechanic 25a.....(5) RAP5281 Recreation Vehicle Mechanic 25b.....(5) RAP5282 Recreation Vehicle Mechanic 25c.....(5)	RAP6280 Recreation Vehicle Mechanic 35a.....(5) RAP6281 Recreation Vehicle Mechanic 35b.....(5) RAP6282 Recreation Vehicle Mechanic 35c.....(5) RAP6283 Recreation Vehicle Mechanic 35d.....(5)
RAP4156 Refrigeration and Air Conditioning Mechanic 15 ... (5)	RAP5156 Refrigeration and Air Conditioning Mechanic 25a ..(5) RAP5157 Refrigeration and Air Conditioning Mechanic 25b ..(5) RAP5158 Refrigeration and Air Conditioning Mechanic 25c ..(5)	RAP6156 Refrigeration and Air Conditioning Mechanic 35a . (5) RAP6157 Refrigeration and Air Conditioning Mechanic 35b . (5) RAP6158 Refrigeration and Air Conditioning Mechanic 35c . (5) RAP6159 Refrigeration and Air Conditioning Mechanic 35d . (5)
RAP4224 Roofer 15 ..... (5)	RAP5224 Roofer 25a .....(5) RAP5225 Roofer 25b .....(5) RAP5226 Roofer 25c .....(5)	RAP6224 Roofer 35a ..... (5) RAP6225 Roofer 35b ..... (5) RAP6226 Roofer 35c ..... (5) RAP6227 Roofer 35d ..... (5)
RAP4228 Sawfiler 15 ..... (5)	RAP5228 Sawfiler 25a .....(5) RAP5229 Sawfiler 25b .....(5) RAP5230 Sawfiler 25c .....(5)	RAP6228 Sawfiler 35a ..... (5) RAP6229 Sawfiler 35b ..... (5) RAP6230 Sawfiler 35c ..... (5) RAP6231 Sawfiler 35d ..... (5)
RAP4232 Sheet Metal Worker 15..... (5)	RAP5232 Sheet Metal Worker 25a .....(5) RAP5233 Sheet Metal Worker 25b .....(5) RAP5234 Sheet Metal Worker 25c.....(5)	RAP6232 Sheet Metal Worker 35a ..... (5) RAP6233 Sheet Metal Worker 35b ..... (5) RAP6234 Sheet Metal Worker 35c..... (5) RAP6235 Sheet Metal Worker 35d ..... (5)
RAP4236 Sprinkler Systems Installer 15..... (5)	RAP5236 Sprinkler Systems Installer 25a .....(5) RAP5237 Sprinkler Systems Installer 25b .....(5) RAP5238 Sprinkler Systems Installer 25c .....(5)	RAP6236 Sprinkler Systems Installer 35a ..... (5) RAP6237 Sprinkler Systems Installer 35b ..... (5) RAP6238 Sprinkler Systems Installer 35c ..... (5) RAP6239 Sprinkler Systems Installer 35d ..... (5)
RAP4160 Steamfitter–Pipefitter 15..... (5)	RAP5160 Steamfitter–Pipefitter 25a.....(5) RAP5161 Steamfitter–Pipefitter 25b.....(5) RAP5162 Steamfitter–Pipefitter 25c.....(5)	RAP6160 Steamfitter–Pipefitter 35a.... (5) RAP6161 Steamfitter–Pipefitter 35b.... (5) RAP6162 Steamfitter–Pipefitter 35c ... (5) RAP6163 Steamfitter–Pipefitter 35d.... (5)
RAP4240 Structural Steel and Plate Fitter 15 ..... (5)	RAP5240 Structural Steel and Plate Fitter 25a.....(5) RAP5241 Structural Steel and Plate Fitter 25b.....(5) RAP5242 Structural Steel and Plate Fitter 25c.....(5)	RAP6240 Structural Steel and Plate Fitter 35a..... (5) RAP6241 Structural Steel and Plate Fitter 35b..... (5) RAP6242 Structural Steel and Plate Fitter 35c..... (5) RAP6243 Structural Steel and Plate Fitter 35d..... (5)

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Grade 10	Grade 11	Grade 12
REGISTERED APPRENTICESHIP PROGRAM (RAP) (continued)		
RAP4244 Tilesetter 15 ..... (5)	RAP5244 Tilesetter 25a ..... (5) RAP5245 Tilesetter 25b ..... (5) RAP5246 Tilesetter 25c ..... (5)	RAP6244 Tilesetter 35a ..... (5) RAP6245 Tilesetter 35b ..... (5) RAP6246 Tilesetter 35c ..... (5) RAP6247 Tilesetter 35d ..... (5)
RAP4248 Tool and Die Maker 15 ..... (5)	RAP5248 Tool and Die Maker 25a ..... (5) RAP5249 Tool and Die Maker 25b ..... (5) RAP5250 Tool and Die Maker 25c ..... (5)	RAP6248 Tool and Die Maker 35a ..... (5) RAP6249 Tool and Die Maker 35b ..... (5) RAP6250 Tool and Die Maker 35c ..... (5) RAP6251 Tool and Die Maker 35d ..... (5)
RAP4252 Transport Refrigeration Mechanic 15 ..... (5)	RAP5252 Transport Refrigeration Mechanic 25a ..... (5) RAP5253 Transport Refrigeration Mechanic 25b ..... (5) RAP5254 Transport Refrigeration Mechanic 25c ..... (5)	RAP6252 Transport Refrigeration Mechanic 35a ..... (5) RAP6253 Transport Refrigeration Mechanic 35b ..... (5) RAP6254 Transport Refrigeration Mechanic 35c ..... (5) RAP6255 Transport Refrigeration Mechanic 35d ..... (5)
RAP1641 Water Well Driller 15 ..... (5)	RAP2641 Water Well Driller 25a ..... (5) RAP2642 Water Well Driller 25b ..... (5) RAP2643 Water Well Driller 25c ..... (5)	RAP3641 Water Well Driller 35a ..... (5) RAP3642 Water Well Driller 35b ..... (5) RAP3643 Water Well Driller 35c ..... (5) RAP3644 Water Well Driller 35d ..... (5)
RAP1663 Welder 15 ..... (5)	RAP2663 Welder 25a ..... (5) RAP2664 Welder 25b ..... (5) RAP2665 Welder 25c ..... (5)	RAP3663 Welder 35a ..... (5) RAP3664 Welder 35b ..... (5) RAP3665 Welder 35c ..... (5) RAP3666 Welder 35d ..... (5)

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Appendix 5

Advanced High School Diploma for Students Who Entered Grade 10 in the 1989–1990 through to the 1991–1992 School Years

Advanced High School Diploma 1989–1990 through to 1991–1992

Category	Subject	Minimum Credits	Minimum Course(s)	Required Course	Diploma Exam
A	English Language Arts	15	3	Eng Lang Arts 30 or 33	Yes
	Français	15	3	Français 30	Yes
	Social Studies	15	3	Social Studies 30	Yes
	Mathematics	15	3	Mathematics 30	Yes
❶ B	Science	11	3	Biology 30 or Chemistry 30 or Physics 30 or Science 30	Yes Yes Yes No
❷ C	Second Languages, Practical Arts or Fine Arts	10	2	See Appendix 6 for approved Category C courses.	No
	Physical Education	3	1	Physical Education 10	No
	Career and Life Management	3	1	CALM 20	No
		72 Specified Credits		28 Unspecified Credits	

The Advanced High School Diploma is awarded to a student who:

1. **satisfies the course and credit requirements for a General High School Diploma, and**
2. **earns credits in English Language Arts 30 or Français 30 (students in francophone programs may present Français 30 as a diploma requirement, but must also present English Language Arts 30), and**
3. **earns at least 15 credits in social studies, including Social Studies 30, and**
4. **earns at least 15 credits in mathematics, including Mathematics 30, and**
5. **earns at least 11 credits in science, including ONE of Biology 30, Chemistry 30, Physics 30 or Science 30, and**
6. **earns at least 10 credits in Category C courses. See Appendix 6 for approved Category C courses.**

An Award of Excellence shall be granted to a student who qualifies for the Advanced High School Diploma with not less than 65% in any one of the four required diploma examination courses, and an overall average of 80% or higher in those courses. This Award of Excellence will be noted on the student's Advanced High School Diploma.

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❶ Note: Students may use Science 30 for Category B requirements beginning in the 1991–1992 school year.

❷ The Category C requirement applies to the Advanced High School Diploma only and not to the new Alberta High School Diploma.

All locally developed/acquired and authorized complementary courses in fine arts, practical arts, career and technology studies, and languages other than English, will automatically be eligible for Category C status. Jurisdictions will no longer need to request Category C status as is presently outlined in the *Locally Developed/Acquired and Authorized Junior and Senior High School Complementary Courses* policy.

French 31a–31b–31c has been added to the list of second languages courses eligible for Category C status.

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Advanced High School Diploma for Students Who Entered Grade 10 in the 1992–1993 and 1993–1994 School Years

Advanced High School Diploma 1992–1993 and 1993–1994

Category	Subject	Minimum Credits	Minimum Course(s)	Required Course	Diploma Exam
A	English Language Arts	15	3	Eng Lang Arts 30 or 33	Yes
	Français	15	3	Français 30	Yes
	Social Studies	15	3	Social Studies 30	Yes
	Mathematics	15	3	Mathematics 30	Yes
❶ B	Science	15	3	Biology 30 or Chemistry 30 or Physics 30 or Science 30	Yes Yes Yes Pilot
❷ C	Second Languages, Practical Arts or Fine Arts	10	2	See Appendix 6 for approved Category C courses.	No
	Physical Education	3	1	Physical Education 10	No
	Career and Life Management	3	1	CALM 20	No
		76 Specified Credits		24 Unspecified Credits	

The Advanced High School Diploma is awarded to a student who:

1. satisfies the course and credit requirements for a General High School Diploma, and
2. earns credits in English Language Arts 30 or Français 30 (students in francophone programs may present Français 30 as a diploma requirement, but must also present English Language Arts 30), and
3. earns at least 15 credits in social studies, including Social Studies 30, and
4. earns at least 15 credits in mathematics, including Mathematics 30, and
5. earns at least 15 credits in science, including ONE of Biology 30, Chemistry 30, Physics 30 or Science 30, and
6. earns at least 10 credits in Category C courses. See Appendix 6 for approved Category C courses.

An Award of Excellence shall be granted to a student who qualifies for the Advanced High School Diploma with not less than 65% in any one of the four required diploma examination courses, and an overall average of 80% or higher in those courses. This Award of Excellence will be noted on the student's Advanced High School Diploma.

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❶ Note: Students may use Science 30 for Category B requirements beginning in the 1991–1992 school year.

❷ The Category C requirement applies to the Advanced High School Diploma only and not to the new Alberta High School Diploma.

All locally developed/acquired and authorized complementary courses in fine arts, practical arts, career and technology studies, and languages other than English, will automatically be eligible for Category C status. Jurisdictions will no longer need to request Category C status as is presently outlined in the *Locally Developed/Acquired and Authorized Junior and Senior High School Complementary Courses* policy.

French 31a–31b–31c has been added to the list of second languages courses eligible for Category C status.

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General High School Diploma for Students Who Entered Grade 10 in the 1989–1990 through to the 1993–1994 School Years

General High School Diploma 1989–1990 through to 1993–1994

Subject	Minimum Credits	Minimum Course(s)	Required Course	Diploma Exam
English Language Arts★	15	3	Eng Lang Arts 30 or 33	Yes
Français	15	3	Français 30	Yes
Social Studies	15	3	Social Studies 30 or Social Studies 33	Yes No
Mathematics★	8	1	Not specified	No
Science★	8	1	Not specified	No
Physical Education	3	1	Physical Education 10	No
Career and Life Management	3	1	CALM 20	No
A minimum of two 30-level courses other than English language arts and social studies. Note: This requirement may also be met through any provincial or locally developed course offered for 10 credits.	10	2		No
	62 Specified Credits 38 Unspecified Credits			

★IOP students who wish to transfer to a General High School Diploma route after completing a Certificate of Achievement require English Language Arts 33 in the following recommended course sequences: English Language Arts 16–26–36–33 (14 credits) OR English Language Arts 16–23–33 (13 credits); Social Studies 33 in the following recommended course sequences: Social Studies 16–26–23–33 (16 credits) OR Social Studies 16–23–33 (13 credits); a minimum of 8 credits in mathematics, including credits in Mathematics 13 or 24; and a minimum of 8 credits in science, including credits in Science 10 or 24. One 36-level course (10 credits) from any occupational cluster will be accepted for students transferring from the Integrated Occupational Program to the General High School Diploma Program to meet the two 30-level courses requirement.

The General High School Diploma is awarded to a student who has earned 100 credits, subject to the following requirements:

1. English Language Arts/Français—a minimum of 15 credits, 5 of which shall be in English Language Arts 30, English Language Arts 33 or Français 30. IOP students who transfer to a General High School Diploma route require a Certificate of Achievement and a minimum of 13 credits in English Language Arts, including English Language Arts 33. Students in francophone programs may present Français 30 as a diploma requirement, but must also present either English Language Arts 30 or English Language Arts 33.
2. Social Studies—a minimum of 15 credits, including either Social Studies 30 or 33.
3. Mathematics—a minimum of 8 credits. IOP students who transfer to a General High School Diploma route after completing a Certificate of Achievement require credits in Mathematics 13 or 24.
4. Science—a minimum of 8 credits. IOP students who transfer to a General High School Diploma route after completing a Certificate of Achievement require credits in Science 10 or 24.
5. Physical Education—a minimum of 3 credits. See the section on Courses and Programs for individual or class exemption criteria.
6. Career and Life Management—a minimum of 3 credits.
7. 30-level courses—in addition to the requirements in 1 and 2 above, students must present a minimum of 10 credits in at least two 30-level courses. Students who use Français 30 as a diploma requirement must present English Language Arts 30 or 33 as one of the required 30-level courses. The 30-level course requirements may also be met by 30-level "a" and "b" courses; e.g., Industrial Education 30a and 30b. One 36-level course (10 credits) from any occupational cluster will be accepted for students transferring from the Integrated Occupational Program to the General High School Diploma Program to meet the two 30-level courses requirement.

   Note: Credits achieved in a non-30-level second language course taken concurrently with a 30-level second language course may be used toward the General High School Diploma requirement of 10 credits in the minimum of two 30-level courses other than English Language Arts and Social Studies. For example, students could have registered concurrently in a high-level proficiency course (such as French 20S, 10N, 20N, French Language Arts 10, 20, Français 13, 10, 20) and the low-level proficiency course French 30. The 5 credits from the higher-level proficiency non-30-level course may be used toward the General High School Diploma.

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Appendix 6

Courses Eligible for Category C (Advanced High School Diploma Only)

The Category C requirement applies to the Advanced High School Diploma only and not to the new Alberta High School Diploma.

The purpose of Category C is to ensure that students in the Advanced High School Diploma route have an opportunity to extend and refine their intellectual and practical skills in areas of learning not part of the core program. Category C was defined in the *Secondary Education in Alberta* policy statement, 1985 and revised in June 1989. Courses identified as eligible for Category C fall within business education, career and technology studies, fine arts, home economics, industrial education, physical education and second languages; they are courses that:

- have defined content (special projects and work experience are therefore excluded)
- offer the opportunity to expand personal interests, abilities or career aspirations
- broaden student learning beyond that encompassed by Category A and Category B (courses required by either of the A and B categories are therefore excluded). Category A and Category B courses are specified in the Advanced High School Diploma charts provided in Appendix 5–1 and Appendix 5–2.

The Category C requirement, and its revisions as distributed in June 1989 and as reflected here, apply to Advanced High School Diploma students entering Grade 10 as of the 1989–1990 school year.

Students must earn at least 10 Category C credits for an Advanced High School Diploma.

Courses may be selected from the 10, 20 or 30 levels. Students are not required to earn credits in an approved course sequence that culminates at the 30 level.

The following courses are eligible to meet the Category C requirement.

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Business Education	Accounting 10–20–30 Basic Business 20–30 Business Calculations 20 Business Communications 20 Business Education 10–20–30 Computer Literacy 10 Computer Processing 10–20–30 Dicta Typing 20	Law 20–30 Marketing 20–30 Office Procedures 20–30 Record Keeping 10 Shorthand 20–30 Typewriting 10–20–30 Word Processing 30
Career and Technology Studies	Agriculture Career Transitions Communication Technology Community Health Construction Technologies Cosmetology Design Studies Electro-Technologies Energy and Mines Enterprise and Innovation Fabrication Studies	Fashion Studies Financial Management Foods Forestry Information Processing Legal Studies Logistics Management and Marketing Mechanics Tourism Studies Wildlife
Fine Arts	Art 10–20–30 Art 11–21–31 Choral Music 10–20–30	Drama 10–20–30 General Music 10–20–30 Instrumental Music 10–20–30
Home Economics	Clothing and Textiles 10–20–30 Food Studies 10–20–30 Personal Living Skills 10–20–30	
Industrial Education	Auto Body 12–22–32 Automotives 22–32 Beauty Culture 12–22–32 Building Construction 12–22–32 Drafting 10–20 Drafting 12–22–32 Electricity 22–32 Electricity–Electronics 12 Electronics 22–32 Food Preparation 12–22–32 Graphic Arts 22–32 Health Services 12–22–32	Horticulture 12–22–32 Industrial Education 10–20–30 Machine Shop 12–22–32 Mechanics 12 Piping 12–22–32 Production Science 30 Related Mechanics 22–32 Sheet Metal 12–22–32 Visual Communications 12–22–32 Welding 12–22–32
Physical Education	Physical Education 20–30	

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Second Languages

Blackfoot Language and Culture 10–20–30
Cree Language and Culture 10–20–30
English Language Arts 10–20–30[1]
French 10–20–30
French 10S–20S–30S
French 10N–20N–30N
French Language Arts 10–20–30
French 31a–31b–31c
German 10–20–30–31
Italian 10–20–30
Japanese 10–20–30
Latin 10–20–30
Spanish 10–20–30
Ukrainian 10–20–30
Ukrainian 10S–20S–30S
Ukrainian Language Arts 10–20–30

[1] Students in francophone programs may present Français 30 as a Category A diploma requirement. For these students, the Category C requirement is English Language Arts 10–20–30. French immersion students may apply French Language Arts 10–20–30 toward the Category C requirement.

Locally Developed/Acquired and Authorized Courses for Category C Status

Locally developed/acquired and authorized courses may be accepted for Category C status only for:

- languages other than English
- the practical arts
- the fine arts
- career and technology studies.

Requests for Category C designation for locally developed/acquired and authorized courses in practical arts, career and technology studies, fine arts, and for languages other than English, shall be submitted to the Curriculum Standards Branch. Submissions should be received before May 31 for implementation in the first semester of the following school year, or by December 31 for implementation in the second semester of the same school year.

All locally developed/acquired and authorized courses in fine arts, practical arts, career and technology studies, and languages other than English, will automatically be eligible for Category C status. Jurisdictions will no longer need to request Category C status as is presently outlined in the *Locally Developed/Acquired and Authorized Junior and Senior High School Complementary Courses* policy.

Religious Studies 15–25–35 courses may not receive Category C status.

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In developing/acquiring instructional materials, the school board should take into account such criteria as curriculum fit, criteria for promoting respect and understanding, appropriateness for student developmental stages, and criteria for instructional design.

For additional information, refer to the *Locally Developed/ Acquired and Authorized Junior and Senior High School Complementary Courses* policy in the *Alberta Education Policy, Regulations and Forms Manual.*

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Appendix 7

Career and Technology Studies Course Reporting

For the 1996–1997 school year,[1] student achievement in CTS should be reported to Alberta Education as follows.

Passed Modules

Passed modules, those in which a student has successfully completed all module learner expectations to the designated standard and earned a mark of 50% or greater, are to be combined into courses and reported at the end of each school term, January and/or June. Each module equals one credit. The mark submitted for a course is the average of the percentage marks given for each module that has been completed successfully. There are course codes and names for 1, 2, 3, 4, 5 and 6 credits. For CTS course codes, see Appendix 2. Course marks in CTS are to be forwarded to the Educational Information Exchange (EIE) in the same manner as are marks for other courses.

Incomplete (Failed) Modules

CTS module marks between 0% and 24% are not to be reported. Incomplete (failed) modules, marks of 25% to 49% inclusive, will not appear on student transcripts. These incomplete modules are those in which a student has:

- achieved between 25 per cent and 49 per cent of the module learner expectations, and
- attended at least 50 per cent of the classes allocated to the module.

Incomplete (failed) modules are to be reported in one of two ways.

Electronic:

- by combining failed modules, where possible, into CTS courses with course marks between 25% and 49% inclusive, and forwarding the marks to EIE. These incomplete module courses will then be forwarded to the School Finance Branch by EIE.

Nonelectronic:

- by completing the Report of Senior High Student Career and Technology Studies (CTS) Incomplete (Failed) Modules form 94ED01.04B and forwarding it directly to the School Finance Branch.

Challenged Modules

Challenged modules, those in which a student has met successfully the requirement of a challenge assessment, are to be reported as passed modules and reported on the Report of Senior High Student Career and Technology Studies (CTS) Challenged Modules form 94ED01.04A.

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[1] For the 1997–1998 school year, Alberta Education is working toward a new structure for collecting, processing and reporting 1-credit CTS modules.

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Further Information

For further information relating to the reporting of CTS incomplete or challenged marks, contact the EIE. For information on funding, contact the School Finance Branch. In this handbook, also see under the subsection Module Challenge in CTS and the subsection Reporting CTS Modules.

Modules Completed in Junior High School

Modules successfully completed by students while in junior high school for which the senior high school principal has accepted the recommendation of the junior high school principal, are to be reported by the senior high school principal as passed modules on the Report of Senior High Student Career and Technology Studies (CTS) Modules Completed in Junior High School form 94ED01.04C and forwarded to the School Finance Branch.

General Information

If a student has completed 7, 8, 9 or 10 modules, schools could report that student's achievement by using two course codes. For example, 7 modules successfully completed in Tourism Studies could be reported as Tourism Studies 1A (3 credits) and Tourism Studies 1B (4 credits).

CTS course codes and course names identify the course level and the number of credits (modules) in the course. For example:

Course Code Series	Course Name	Course Level	Course Credit
4563	Tourism Studies 1A	1 (Introductory level)	A (3 credits)
5504	Career and Technology Studies 2B	2 (Intermediate level)	B (4 credits)
6635	Enterprise and Innovation 3C	3 (Advanced level)	C (5 credits)

Course Name

- Use the course name, if the majority of the modules are from one strand.

  For example, the course name is Tourism Studies 1A, for 3 credits, when there are two modules from Tourism Studies and one module from Enterprise and Innovation.

- Otherwise, use the course name Career and Technology Studies.

  For example, the course name is Career and Technology Studies 2B, for 4 credits, when there are two modules from Tourism Studies and two modules from Enterprise and Innovation.

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Course Level

Courses whose modules are primarily:

- introductory, are designated at the "1" level
- intermediate, are designated at the "2" level
- advanced, are designated at the "3" level.

Refer to the following Course Configuration Charts to determine if a course should be designated as "1" level, "2" level, or "3" level when modules in a course come from more than one level (introductory, intermediate, advanced).

Level "3" courses may be used to meet the Alberta High School Diploma requirement for 10 credits at the 30 level.

Course Credits

Each module successfully completed qualifies for 1 credit. The course name is to include a reference to the number of credits:

1 credit	– E or J	4 credits	– B
2 credits	– F or K	5 credits	– C or G★ or H
3 credits	– A or G	6 credits	– D

★ only at advanced levels

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COURSE CONFIGURATION CHARTS

THREE-MODULE COURSE (3 credits)

Course Level	No. Modules at Each Level		
	Intro.	Interm.	Adv.
1	3	0	0
1	2	1	0
1	2	0	1
2	1	2	0
2	1	1	1
2	0	3	0
2	0	2	1
3	1	0	2
3	0	1	2
3	0	0	3

FOUR-MODULE COURSE (4 credits)

Course Level	No. Modules at Each Level		
	Intro.	Interm.	Adv.
1	4	0	0
1	3	1	0
2	3	0	1
2	2	2	0
2	2	1	1
2	2	0	2
2	1	3	0
2	1	2	1
2	0	4	0
2	0	3	1
3	1	1	2
3	1	0	3
3	0	2	2
3	0	1	3
3	0	0	4

FIVE-MODULE COURSE (5 credits)

Course Level	No. Modules at Each Level		
	Intro.	Interm.	Adv.
1	5	0	0
1	4	1	0
1	4	0	1
1	3	2	0
1	3	1	1
1	3	0	2
2	2	3	0
2	2	2	1
2	2	1	2
2	1	4	0
2	1	3	1
2	1	2	2
2	0	5	0
2	0	4	1
2	0	3	2
3	2	0	3
3	1	1	3
3	1	0	4
3	0	2	3
3	0	1	4
3	0	0	5

SIX-MODULE COURSE (6 credits)

Course Level	No. Modules at Each Level		
	Intro.	Interm.	Adv.
1	6	0	0
1	5	1	0
1	5	0	1
1	4	2	0
1	4	1	1
1	4	0	2
2	3	3	0
2	3	2	1
2	3	1	2
2	3	0	3
2	2	4	0
2	2	3	1
2	2	2	2
2	2	1	3
2	1	5	0
2	1	4	1
2	1	3	2
2	1	2	3
2	0	6	0
2	0	5	1
2	0	4	2
3	2	0	4
3	1	1	4
3	1	0	5
3	0	3	3
3	0	2	4
3	0	1	5
3	0	0	6

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Appendix 8
Programming Principles

Relationship of School Programming to Programs of Study

The development of programs to meet the educational needs of students involves more than one level of planning and decision making. At the provincial level, in accordance with section 25(1) of the *School Act*, planning takes place through the development of programs of study. Programs of study identify the learning expectations for the required subjects that apply to all students, as well as the learner expectations for the optional and complementary courses or programs. Alberta Education seeks broad input from educators, business, industry and the community, in planning programs of study.

At the local level, planning involves decisions about how programs of study can best be implemented with particular groups of students and with individual students. This type of planning is referred to as programming.

- Programs of study are established at the provincial level and apply to all students.
- Programming takes place at the local level and is concerned with effective delivery of the programs of study to the students enrolled. Programming decisions are made by local school authorities, by schools, by teachers and by students.

Programming involves a variety of processes for ensuring effective program implementation. These processes include:

- identifying outcomes for learning (based on programs of study and student progress)
- organizing for instruction
- selecting learning activities
- selecting learning resources
- assessing student progress.

Programming decisions are made best at the local level to ensure that the scope of programs offered and the delivery of those programs is responsive to student growth in learning. Decision making at the local level also provides opportunity for effective use of local resources and for local constraints to be recognized.

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General Principles

The following principles provide a general guide for programming.

Outcomes are clearly defined.

Progress in learning is enhanced when the student, the parents and the teacher have a clear understanding of what is to be achieved. A shared understanding of what is expected enables the student, the parents and the teacher to work together, and provides opportunity for each to take initiative in support of learning.

The selection and setting of expectations for student learning should be based on the programs of study. Both general and specific learner outcomes should be set, and these should be linked to specific ways in which students can demonstrate their learning.

Expectations are most clear when the means of determining student progress are identified and communicated to all. The performance and products of student work, and the criteria to be used in assessment, are a part of these outcomes.

Planning is based on assessments of student progress.

Ongoing assessment of student progress informs the student and teacher what has been achieved and what is yet to be achieved. Learning and instruction should be consistent with student abilities and set appropriate levels of challenge.

Learning experiences are connected.

Student learning is cumulative and takes place in a variety of formal and informal settings. Learning is enhanced when what is learned in one setting reinforces and extends what has been, and is being, learned in others.

- Communication between Home and School

  Parents are the first and ongoing educators of their children. Schools should enable families to continue their involvement with their children's education. The linkage between home and school enables parents and teachers to exchange information, jointly support student learning and ensure continuity of learning experiences.

- Connections across Subject Areas

  There are many opportunities to connect and apply what students learn in one subject area with what they learn in other subject areas of the curriculum. By making these connections, students' learning in each subject area is enhanced, and their ability to apply learning in new situations is improved. This helps students see the world as a connected whole instead of in fragmented bits.

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- Partnerships between School and Community

  What students learn in school is enhanced when applied and extended in the community. Involvement in projects, community service activities, mentorship programs and job shadowing makes learning more relevant. Involvement in these activities may also provide significant role models for students and an opportunity to explore future career possibilities.

- Consistency between Curriculum and Assessment

  Student learning is reinforced when what is taught is reflected in what is assessed. The methods used in assessing student progress, as well as the subject matter, should be consistent with the learning outcomes that have been communicated to students.

- Coordination between Schools

  When students change schools, the coordination of programming and assessment practices between schools can help achieve a smooth transition. Any disruption can be minimized when the receiving school is provided full information on student attainment and learning characteristics. Information on student progress should be referenced directly to programs of study.

Programming responds to the learning progress of students.

Programming involves decisions about time, resources, instructional approaches, assessment and organization for instruction. To maximize the learning for students, programming needs to be flexible and responsive to the learning progress of students.

Flexible programming involves:

- use of time as a resource, recognizing that students learn at different rates
- grouping students according to educational needs, and according to the characteristics of the learning activity
- use of a broad range of learning resources, with selection of particular resources according to learner needs and learning traits
- use of a broad range of instructional strategies to provide a variety of ways for viewing subject matter, as well as the opportunity for individual students to learn in a preferred mode
- use of a wide variety of examples and applications of the subject matter, to provide students with an opportunity to explore and discover areas of relevance and interest
- use of a wide variety of assessment strategies to monitor student progress in all areas of the curriculum.

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Programming responds to developmental stages of students.

During their school years, students go through many developmental stages in their intellectual, physical, emotional and social growth. The stage of student growth in each of these areas is an important consideration in developing and implementing school programs.

Our knowledge of developmental growth and its relationship to student learning has increased greatly in recent years. Much of the information has been outlined in a series of four provincial documents under the umbrella title: *Developmental Framework.*

- *Students' Thinking Developmental Framework: Cognitive Domain,* 1987
- *Students' Interactions Developmental Framework: The Social Sphere,* 1988
- *Students' Physical Growth Developmental Framework: Physical Dimension,* 1988
- *The Emerging Student: Relationships Among the Cognitive, Social and Physical Domains of Development,* 1991.

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Indicators of Effective Programming

School programming is effective when it responds to the progress and learning needs of students. The following characteristics and indicators provide a description of programming that recognizes and responds to learning needs.

CHARACTERISTICS	INDICATORS
The progress and learning needs of each student are known.	• Parents are aware of the educational progress and learning needs of their children. • Teachers are aware of the characteristics and learning needs of individual students. • Teachers are aware of student progress in previous years. • Teachers are aware of student progress in other program areas. • Students are able to describe their learning progress, can identify what they are currently studying and can identify what they will be working on next.
Instruction is based on the student's current level of achievement.	• Students are able to complete successfully the learning activities they are assigned. • Students show continuous growth in their learning.
Connections are made between what the student already knows and what the student learns next.	• Students can describe the relationship between what they are currently studying and what they have previously studied. • Students are able to apply learning in situations that require a combination of knowledge and skills from different parts of their programs.
School learning experiences provide challenge.	• Students show interest in their studies. • Parents comment on student interest and achievement. • Students experience a wide range of approaches to learning. • At any given time, different students can be observed working on different tasks. • Students use a variety of sources to complete their work. • Students take initiative in and show responsibility for their learning.

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Effective Teaching Practices

Good teaching is fundamental to effective programming.

There is no single set of teaching practices that guarantees instructional effectiveness. The literature on effective teaching indicates that a wide variety of techniques can be used, and that their effectiveness arises from thoughtful selection and application, recognizing the nature of the subject matter and the nature of the students to be taught.

The literature further indicates some general characteristics of effective teachers and effective teaching that apply to all levels of schooling.

Effective teachers:

- are clear about instructional goals
- are knowledgeable about the subject matter and strategies for teaching it
- communicate clearly to students what is expected of them—and why
- encourage students to take responsibility and initiative for their own learning
- make effective use of available instructional materials and technologies
- are knowledgeable about their students, adapting instruction to their level of learning and anticipating misconceptions in their existing knowledge
- provide practical applications of concepts studied
- address higher-level expectations for cognitive learning, as well as lower-level expectations which support them
- monitor student learning and provide regular feedback
- set high standards for student performance, and encourage students to set high standards for themselves
- set standards for behaviour that are firm and consistent
- teach the skills of learning how to learn, and give students the opportunity to master them
- integrate their instruction with that in other subject areas
- are thoughtful and reflective in their practices
- create a climate for learning.

By selecting and organizing relevant resources and instructional techniques, teachers can create effective learning environments appropriate to students and subject matter.

In such environments, students should be:

- aware of the learning outcomes, and motivated to achieve them
- engaged in appropriate ways to learn
- aware of their progress in learning
- active and responsible members of a learning community.

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